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ABSTRACT

This summary provides key findings about state, district, and school level performance on the TerraNova examinations (CTB/McGraw Hill) in Nevada in 1998-1999. The TerraNova tests are used to assess students in grades 4, 8, and 10 as stipulated by Nevada law. Within this summary, a description of performance as measured by national percentile scores is provided. Some limited information about student demographics and characteristics is also provided. In the fourth grade, across the four subjects (reading. Language arts, mathematics, and science), Nevada students performed very much like fourth graders across the United States in 1998. Eighth graders performed at or above the national average in reading, language, and science, and slightly below the national average in mathematics. There has been little change over the 3 years the examinations have been administered. Performance at the 10th grade level exceeded that of the national norm group in every subject area. TerraNova has only been given in Nevada to 10th graders for 2 years, so trends in performance cannot yet be established. There was considerable variation in school district level performance in reading, language, and mathematics, but less variability in science. The majority of individual schools in the state are recognized as having adequate achievemeat, but in 1998-1999, eight schools were designated as inadequate. This is an improvement over the previous year, in which 23 schools were consideredinadequate. (Contains 18 figures and 5 tables.) (SLD)

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Results of Statewide TerraNova Testing
Fall 1998

Prepared by
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Nevada Proficiency Examination Program

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Table of Contents

List of Figures/Tables 2

Executive Summary 5

Introduction 9

Distribution of TerraNova Results 11

Student Participation in TerraNova 12

State and District TerraNova Results 14

Trends in State Performance 15

District Scores for 1998-99 Academic Year 17

Objective Performance Scores 25

School Level Performance 31

A Closer Look at "Inadequate" Schools 36

Student Characteristics and TerraNova Performance 39

Student Characteristics 40

Statistical Comparisons of Student and Schoolwide Characteristics 57

Set 1 analyses 58

Set 2 analyses 61

Schoolwide characteristics 62

Conclusion 65

Appendix A. Percentage of eligible students tested by school. A1

Appendix B. State, district, and school level performance in reading, language, math, and science among students tested under special conditions. B1

Appendix C. School performance among schools with 10 or more students tested under "regular" conditions. National percentile scores in reading,

language, math, and science. C1

List of Figures/Tables

Figure A. Statewide TerraNova Performance Among 4th, 8th, and 10th Grade Students (1998-99). 6
Table 1. CTB Receipt of Materials and Shipping of TerraNova Results. 11
Table 2a. 4th Grade State and District TerraNova Participation. 12
Table 2b. 8th Grade State and District TerraNova Participation. 13
Table 2c. 10th Grade State and District TerraNova Participation. 13
Figure 1a. Nevada 4th Grade Students: Trends in National Percentile of the Mean Normal Curve Equivalent. 15
Figure 1b. Nevada 8th Grade Students: Trends in National Percentile of the Mean Normal Curve Equivalent. 16
Figure 1c. Nevada 10th Grade Students: Changes in National Percentile of the Mean Normal Curve Equivalent. 17
Figure 2a. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading. 18
Figure 2b. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language. 18
Figure 2c. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math. 19
Figure 2d. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science. 19
Figure 3a. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading. 20
Figure 3b. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language. 21
Figure 3c. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math. 21
Figure 3d. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science. 22
Figure 4a. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading. 23
Figure 4b. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language. 23
Figure 4c. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math. 24
Figure 4d. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science. 24
Table 3a. State and District Objective Performance Scores for 4th Grade Students. .. 25
Table 3b. State and District Objective Performance Scores for 8th Grade Students. ... 27
Table 3c. State and District Objective Performance Scores for 10th Grade Students. .. 29
Table 4a. Schools with more than 40% of students scoring below the 26th percentile in any subject area. 32
Table 4b. Schools with 40% or more students scoring above the 75th percentile in any subject area. 35

Figure 5a. Three-Year Trend in the Total NCE TerraNova Score by Group Type. 38
Figure 5b. Three-Year Trend in Percentage of Students Scoring in the Lowest National Quarter by Group Type. 38
Figure 5c. Three-Year Trend in Percentage of Students Scoring above the 50th Percentile by Group Type. 38
Table 5. Demographic Breakdown of Students Participating in Statewide TerraNova Testing by Grade Level and Testing Condition. 40
Figure 6a. 4th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent. 41
Figure 6b. 8th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent. 41
Figure 6c. 10th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent. 41
Figure 7a. 4th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language. 42
Figure 7b. 4th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science. 43
Figure 8a. 8th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language. 43
Figure 8b. 8th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science. 44
Figure 9a. 10th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language. 44
Figure 9b. 10th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science. 45
Figure 10a. 4th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent. 45
Figure 10b. 8th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent. 46
Figure 10c. 10th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent. 46
Figure 11a. 4th Grade Students by Title I Status: Differences in National Percentile of the Mean Normal Curve Equivalent. 47
Figure 11b. 8th Grade Students by Title I Status: Differences in National Percentile of the Mean Normal Curve Equivalent. 48
Figure 12a. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading. 48
Figure 12b. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language. 49
Figure 12c. 4th Grade Students by Years in School District: Differences in National

Percentile of the Mean Normal Curve Equivalent for Math. 49
Figure 12d. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science. 49
Figure 13a. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading. 50
Figure 13b. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language. 51
Figure 13c. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Math. 51
Figure 13d. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science. 51
Figure 14a. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading. 52
Figure 14b. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language. 52
Figure 14c. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Math. 53
Figure 14d. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science. 53
Figure 15a. 4th Grade Students by Class Size Reduction: Differences in National Percentile of the Mean Normal Curve Equivalent. 54
Figure 15b. 8th Grade Students by Class Size Reduction: Differences in National Percentile of the Mean Normal Curve Equivalent. 54
Figure 16a. 4th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent. 55
Figure 16b. 8th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent. 55
Figure 16c. 10th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent. 56
Figure 17a. Interaction between Gender and Race/Ethnicity on Overall TerraNova Performance among 4th Grade Students. 59
Figure 17b. Interaction between SES and Race/Ethnicity on Overall TerraNova Performance among 4th Grade Students. 60
Figure 17c. Interaction between SES and Race/Ethnicity on Overall TerraNova Performance among 8th Grade Students. 60
Figure 18. Interaction between CSR and Race/Ethnicity on Overall TerraNova Performance among 8th Grade Students. 62

Executive Summary

As stipulated in Nevada Revised Statute (NRS 395.015), students in grades 4, 8, and 10 attending Nevada public schools must be assessed using a norm referenced examination. Students must be assessed for achievement in reading, language, mathematics, and science. The TerraNova examination (CTB/McGraw-Hill) is currently used in the state of Nevada to meet this need and is administered to students during the fall of the academic school year.

A norm referenced examination allows a comparison of student performance against a nationally representative sample of students (a norm group.) Student performance can be scored or characterized in a variety of ways. Within this summary, a description of performance as measured by national percentile scores will be provided. National percentile scores are fairly easy to interpret. For example, a national percentile score of 50 is equivalent to performance at the national average. In other words, a student with a score of 50 in reading has scored higher than did 50% of the students making up the national norm group sample.

In this summary, key findings regarding state, district, and school level performance for the 1998-99 academic year are provided. Limited information regarding student demographic characteristics and differences in performance is also provided. For more elaboration and detailed descriptions of study results, please refer to the general TerraNova report.

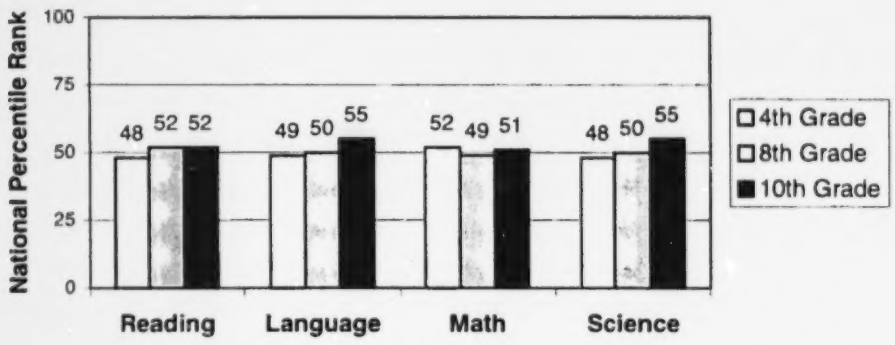
State Level Performance

Nevada 4th Grade Students→ Across the four subject areas (reading, language, math, and science), 4th grade students performed very much like 4th grade students across the nation in 1998 (See Figure A.) Fourth grade students performed just above the national average in math and just below the national average in reading, language, and science. TerraNova has been administered to 4th grade students for three consecutive years. In that time there has been little change in student performance.

Nevada 8th Grade Students→ Eighth grade students performed at or above the national average in reading, language, and science and slightly below the national average in math. Again, there was little change in the 3-years of administration.

Nevada 10th Grade Students→ Performance at the 10th grade level exceeded that of the national norm group in every subject area (See Figure A.) TerraNova has only been administered to Nevada 10th grade students for two consecutive years and as a result trends in performance cannot yet be established.

Figure A. Statewide TerraNova Performance Among 4th, 8th, and 10th Grade Students (1998-99).



District Level Performance

District scores contribute to state level figures. However, there was considerable variability in district level performance in reading, language, and math. Less variability in performance was observed in the area of science. For example, among 10th grade students, performance in science exceeded the national average in every school district. By contrast, mathematics performance in 8 school districts was below the national average. Math was the weakest area of performance in several school districts. For a comprehensive presentation of district level scores, see Figures 2a through 4d in the general TerraNova report.

School Level Performance

Public schools in Nevada are rated in terms of achievement based on TerraNova scores among 4th, 8th, and 10th grade students. Schools that demonstrate very low performance across all subject areas (reading, language, math, and science) are designated as having "inadequate" achievement. By contrast, schools that demonstrate very high performance across all subject areas are designated as having "high" achievement. Schools, in which performance is closer to the national average, are considered "adequate" in terms of achievement.

The vast majority of schools within the state are recognized as having adequate achievement. In 1998-99 only one school, Gomm Elementary in Washoe County, was recognized as having high achievement. This was the second consecutive year that Gomm Elementary demonstrated high achievement based on TerraNova scores.

In 1998-99, eight schools were designated as having inadequate achievement. This was a large decrease from 1997-98 in which 23 schools were designated as inadequate. Five schools were designated as inadequate for a second consecutive year in 1998-99 including: Duncan Elementary from Washoe County and Booker Elementary, Cambeiro Elementary, Fitzgerald Elementary, and Madison Elementary from Clark

County School District. To this list of second year schools, three other schools were designated as inadequate in 1998-99 including Lunt Elementary from Clark County, Schurz Elementary from Mineral County, and Smithridge Elementary from Washoe County.

Student Demographic Characteristics and TerraNova Performance

Differences in TerraNova performance in relation to student gender, race/ethnicity, socio-economic status, receipt of Title I service, years of experience within a school district, participation in class size reduction, and student classification were examined.

Gender→ In each grade, girls outperformed boys in reading and language. In the 4th grade, girls outperformed boys in math but boys' science scores were higher. In the 8th and 10th grades, boys outperformed girls in math and science.

Race/Ethnicity→ Asian students and White students (all grades) consistently scored higher than African American, American Indian, and Hispanic students in every subject. Asian students had the highest performance in language and math across grades while White students scored highest in reading and science. African American students had the lowest performance across grades and subjects.

Socio-Economic Status→ Consistent differences were also observed when considering students in different socio-economic groups. Students from lower socio-economic groups had lower performance at each grade and in every subject when compared to students from higher socio-economic groups.

Title I Service→ In grades 4 and 8 and in every subject area, Students who receive or have received Title I service in the past demonstrated lower performance than students who had not received Title I service. Because of the small number of 10th grade students having received Title I service in the recent past, no comparisons were made. The differences in performance as related to Title I participation are consistent with differences in performance relative to socio-economic status.

Years of Experience within the School District→ Three general findings emerged when looking at this student characteristic. First, students new to a school district tend to not perform as well as students with past years of experience in a school district. Being a new student in the 4th, 8th, or 10th grade may indicate a history of transience. Second, as the number of years of experience increases, student performance tends to increase. Again, this finding may be tied in with the effect of transience on test performance. Third, among 4th grade students many students were coded as having 5 and 6 years of experience within the school district. This seems improbable given past student retention rates; however, in at least one school district pre-kindergarten educational programs are offered to economically disadvantaged children. This same situation was found for 8th grade students having 9 or more years of experience within the school district. Among 4th grade students with 5 and 6 years of experience and 8th grade students with 9+ years

of experience, test performance was lower than that of students with fewer years of experience and students new to the school district. This result is consistent with differences relative to socio-economic status and Title I participation.

Class Size reduction→ Small differences in performance were found among 4th and 8th grade students who had not participated in class size reduction (participation in class size reduction in 1st and 2nd grade was not available for 10th grade students.) The gains associated with participation in class size reduction were modest.

Student Classification→ Comparisons in performance were made among students classified as "regular" (students not classified as IEP or LEP), IEP (students with an Individualized Education Plan) and LEP (students with limited English language proficiency.) All students included in these comparisons were tested under standardized testing conditions.[a] Students classified as "regular" scored higher in every subject and at each grade in comparison to both IEP and LEP students. In addition, LEP students outperformed IEP students in every subject area.

Socio-Economic Status and Race/Ethnicity→ Exploratory statistical analyses were conducted taking into consideration both student level and school level characteristics. The purpose was to identify which characteristics contributed significantly to student and school performance. In summary, socio-economic status and race/ethnicity were both powerful and independent predictors of test performance.

Conclusion

In conclusion, Nevada 4th, 8th, and 10th grade students exhibit performance on the TerraNova test that mirrors national performance. Fourth and 8th grade performance straddles the national average and 10th grade performance is above the national average in every subject area. In each grade, performance on the TerraNova test has held fairly constant across the years of administration.

As described above, considerable variability was observed in school district and school level performance. Between school districts, science performance was the most consistent. In contrast, math performance was less consistent.

Most Nevada schools demonstrate adequate achievement in terms of TerraNova performance. In 1998-99 there was a significant drop in the number of schools designated as having inadequate achievement. In 1997-98, approximately 5% of public schools were designated as inadequate. This decreased to approximately 2% in 1998-99.

Performance on the TerraNova test was associated with all student demographic characteristics. Socio-economic status and race/ethnicity stand out as student characteristics greatly associated with test performance.

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[a] Many students classified as IEP and LEP are tested under special conditions. For several reasons it would be inappropriate to make comparisons between students tested under special conditions and students tested under standardized conditions.

Introduction

The Nevada Proficiency Examination Program (NPEP) has been in existence for over 20 years. NPEP is charged with the development, coordination, administration, and scoring of state mandated educational examinations as stipulated in Nevada Revised Statute (NRS 389.015.) Specifically, the state requires three separate student assessments. Students enrolled in public schools in 4th, 8th, and 10th grades are to be assessed using a norm referenced (standardized) test in four separate subject areas: reading, language, mathematics, and science. Students in the 4th and 8th grade also participate in a state required writing performance assessment. Finally, 11th grade students are required to pass a writing performance assessment and a proficiency assessment that includes both reading and mathematics in order to receive a standard high school diploma. Students who fail to pass in the 11th grade are provided several additional opportunities as 12th grade students to fulfill this requirement.

The purpose of this report is to furnish information regarding the norm referenced assessment of 4th, 8th, and 10th grade students that occurred in October of 1998. In 1996 the state of Nevada contracted with CTB/McGraw-Hill to use the TerraNova Complete Battery Plus. As used by the state of Nevada, the TerraNova provides norm referenced assessment in reading, language, mathematics, and science.

The TerraNova test is administered in October allowing comparison to a national fall norm sample. For schools engaged in year-round schooling, accommodations in testing time have been made which still allow direct comparison with the fall norm sample.

TerraNova is administered under a set of standardized conditions.[1] There are a number of testing accommodations for students that can be made if necessary that still allow norm referenced comparisons of student performance. Performance among students who require non-permissible accommodations cannot be compared against the national norm sample.

CTB/McGraw-Hill has been contracted to provide analysis of test performance at several levels. CTB furnishes state, district, school, and student level reports. Scores are provided in each of the aforementioned areas as composite scores with the exception of science, which has only one scale. Additionally, sub-scale scores are provided in reading, vocabulary, language, language mechanics, math, and math computation as well as a total score across subject areas. Scores are provided in various formats including normal curve equivalents, national percentiles, scale scores, national stanines, and grade equivalents. Numbers and percentages of local students falling along the national distribution of scores is also provided.

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[1] For more complete information regarding the administration of TerraNova, please see the "Guidelines for the Conduct of the Nevada Proficiency Examination Program 1998-99" and the "Nevada Proficiency Examination Program TerraNova Test Coordinator's Manual 1998."

CTB/McGraw-Hill indicates that in addition to its norm referenced qualities, the TerraNova can be used as a criterion referenced achievement test. To this end, CTB identifies 29 objective performance areas (30 for grade 10) within the four general subject areas. An objective performance area is identified by a minimum of 4 questions. Based on how a student performs on the specific objective items, CTB provides an estimate of how the student would perform on a 100-item test covering the same skill. CTB provides these estimated scores indicating a level of mastery: non-mastery, partial-mastery, and mastery. As indicated above, students who are tested using special or non-permissible accommodations do not receive valid "norm referenced" scores but they still receive the objective performance "criterion referenced" estimates that can be of value.

The TerraNova test is not considered a high stakes examination for students. Students who perform poorly on the TerraNova are not retained in their current grade but in certain cases are provided with a remediation plan that identifies areas of weakness and addresses how these deficiencies will be improved. A plan of remediation is required for any student enrolled in a low performing (inadequate) school who has a composite score below the 26th percentile.

Schools are held accountable for performance on the TerraNova examination. Schools where greater than 40% of their students perform below the 26th percentile in every subject area are designated "inadequate." Schools that are designated as inadequate are required to submit a schoolwide plan for remediation and are eligible for state financial assistance to implement the program for change. In contrast, schools where 50% or more of their students perform at or above the 76th percentile in every subject area are designated "high achieving". High achieving schools are publicly recognized for their excellence and their commitment to high educational standards. Although the TerraNova examination may not carry the same stakes for the student that the high school proficiency test does, the stakes associated with the TerraNova examination for the school are substantial.

In this report, TerraNova results at the school, district, and state levels are provided. No information is provided at the school, district, or state level in cases where fewer than 10 students contributed to the aggregate measure of performance nor is student specific information provided.

The administration of the TerraNova in fall of 1998 occurred with few problems. CTB/McGraw-Hill fulfilled its contractual obligations regarding the reporting of results and, in general, the transmission of reports to schools and to parents met the state guidelines. As has been true in the past, several coding errors were made that have created some concern. Some coding issues will be addressed later in this report. By and large, district personnel and school personnel did a very good job of handling TerraNova administration.

Distribution of TerraNova Results

As stipulated in the CTB service contract, CTB ships student level, school level and district level reports directly to school districts within 15 working days of receipt of all district score-sheet information. CTB ships school level, district level, and state level reports after all information has been shipped to districts to the state of Nevada. The state is also issued student level data provided in an electronic format. Districts receive the same electronic data diskettes for students tested within their district. Table 1 presents shipping and receiving information at the district and state levels for the fall 1998 TerraNova administration. As shown, CTB met its contractual obligation in terms of reporting scores to individual school districts and the state.

Table 1. CTB Receipt of Materials and Shipping of TerraNova Results.

School District	Grade(s)	CTB receipt date	CTB ship date
Carson City	4, 8, and 10	11/10/98	11/24/98
Churchill County	4, 8, and 10	10/30/98	11/19/98
Clark County	4	12/03/98	12/17/98
Clark County	8	11/24/98	12/17/98
Clark County	10	11/09/98	12/02/98
Douglas County	4, 8, and 10	11/02/98	11/20/98
Elko County	4, 8, and 10	10/30/98	11/20/98
Esmeralda County	4 and 8	11/02/98	11/20/98
Eureka County	4, 8, and 10	11/05/98	11/23/98
Humboldt County	4, 8, and 10	11/02/98	11/20/98
Lander County	4, 8, and 10	11/02/98	11/20/98
Lincoln County	4, 8, and 10	11/11/98	11/23/98
Lyon County	4, 8, and 10	11/12/98	11/24/98
Mineral County	4, 8, and 10	11/06/98	11/23/98
Nye County	4, 8, and 10	11/11/98	11/23/98
Pershing County	4, 8, and 10	11/02/98	11/20/98
Storey County	4, 8, and 10	11/10/98	11/23/98
Washoe County	4 and 8	10/29/98	11/19/98
Washoe County	10	10/19/98	11/19/98
White Pine County	4, 8, and 10	11/05/98	11/23/98
State of Nevada	4, 8, and 10		12/22/98

District superintendents are also responsible for ensuring that test results received at the school district are provided to schools within 10 working days. In turn, school principals are responsible for providing student scores to parents within 10 days of receipt of scores at the school. A letter verifying compliance with reporting guidelines was requested of school district superintendents.

Based on the responses from superintendents and district test directors, reporting guidelines were followed with few exceptions. Results in one school district were delayed as a result of an administrative error. Information sent by CTB/McGraw-Hill

and received at the district site was not funneled to the test director resulting in a delay in shipment to individual schools. In a second school district, one school failed to report TerraNova results to parents within the specified timeline. The administrative decision was based on a high number of ESL students and the difficulty in transmitting test results through the mail because of language barriers within the home. District administration has dealt with this instance of non-compliance and will implement procedures in the following academic year to prevent a re-occurrence.

Student Participation in TerraNova

The state of Nevada requires that all students in grades 4, 8, and 10 participate in TerraNova testing unless the student is exempt from testing. Exemptions are permitted for students with limited English language proficiency and students enrolled in a program of special education where the student's Individualized Education Plan (IEP) specifies an exemption from testing. Tables 2a, 2b, and 2c provide state level and district level participation rates in TerraNova testing for 4th grade, 8th grade, and 10th grade, respectively.

Table 2a. 4th Grade State and District TerraNova Participation.

	Regular Conditions	Special Conditions	Did Not Take Examination
State of Nevada	22686	1053	1976 (7.7%)
Carson City	594	9	19 (3%)
Churchill County	381	0	26 (6.4%)
Clark County	14860	792	1492 (8.7%)
Douglas County	518	13	21 (3.8%)
Elko County	778	1	29 (3.6%)
Esmeralda County	9	0	1 (10%)
Eureka County	25	2	1 (3.6%)
Humboldt County	315	6	9 (2.7%)
Lander County	133	0	7 (5%)
Lincoln County	58	0	0
Lyon County	446	23	26 (5.2%)
Mineral County	98	0	0
Nye County	361	12	31 (7.7%)
Pershing County	67	10	4 (4.9%)
Storey County	43	0	0
Washoe County	3868	185	309 (7.1%)
White Pine County	132	0	1 (1%)

As seen in the tables, most students participate in TerraNova assessment under regular testing conditions. Some students receive testing accommodations in order to take the test under optimal conditions. Certain accommodations do not impact the validity of the comparison against the national norm sample while other accommodations do. Students taking the examination under "permissible" accommodations are included in the column specifying regular conditions.[2] A small percentage of students participate in TerraNova testing but rely on special accommodations in order to complete the

[2] For a listing of permissible or approved accommodations see the "Nevada Proficiency Examination Program TerraNova Test Coordinator's Manual 1998" (pg. 7.)

exercise. Finally, we see that between 6.5% and 8% of students (depending on grade of administration) are not participating in the state mandated norm referenced test.

Table 2b. 8th Grade State and District TerraNova Participation.

	Regular Conditions	Special Conditions	Did Not Take Examination
State of Nevada	20813	995	1546 (6.6%)
Carson City	641	2	21 (3.2%)
Churchill County	344	0	25 (6.8%)
Clark County	13074	902	1133 (7.5%)
Douglas County	575	4	23 (3.8%)
Elko County	764	7	27 (3.4%)
Esmeralda County	15	0	0
Eureka County	20	2	0
Humboldt County	330	13	13 (3.6%)
Lander County	117	0	4 (3.3%)
Lincoln County	60	0	0
Lyon County	493	0	23 (4.5%)
Mineral County	81	0	1 (1.2%)
Nye County	382	6	16 (4%)
Pershing County	65	0	1 (1.5%)
Storey County	45	0	0
Washoe County	3670	59	250 (6.2%)
White Pine County	137	0	9 (6.2%)

Table 2c. 10th Grade State and District TerraNova Participation.

	Regular Conditions	Special Conditions	Did Not Take Examination
State of Nevada	19334	756	1716 (7.9%)
Carson City	590	0	51 (7.9%)
Churchill County	323	0	34 (9.5%)
Clark County	12214	680	1055 (7.6%)
Douglas County	541	0	20 (3.6%)
Elko County	702	0	39 (5.3%)
Eureka County	21	6	3 (10%)
Humboldt County	301	0	11 (3.5%)
Lander County	105	0	5 (4.5%)
Lincoln County	71	0	0
Lyon County	472	0	19 (3.9%)
Mineral County	51	0	4 (7.3%)
Nye County	354	27	27 (6.6%)
Pershing County	65	0	3 (4.4%)
Storey County	35	0	0
Washoe County	3364	43	445 (11.5%)
White Pine County	125	0	0

In Appendix A, a breakdown of students who did not take the TerraNova examination and a calculation of the percentage of eligible students participating in TerraNova testing at the school level is provided. To summarize, at the state level in excess of 96% of eligible students participated in TerraNova testing. Furthermore, among students not taking the examination, most (approximately 75%) were exempt from TerraNova testing.

State and District TerraNova Results

CTB provides a variety of different statistical scores. In the following presentation of student performance, the focus is on three types of scores.

- For descriptive comparisons at the state and district level information pertaining to the *national percentile* of the mean normal curve equivalent is provided. National percentile scores are fairly easy to interpret. For example, a national percentile score of 50 for a student in reading would indicate that the student scored higher than 50% of the students in the national norm group. National percentile scores are assigned to an ordinal or rank order scale. What this means is that differences in national percentile scores are not equally distant across the distribution of possible scores. Because of its scale, it is inappropriate to compare national percentiles across subject areas (e.g. a math score compared to a reading score.) It is appropriate to compare performance across time or between groups in a given subject area (e.g. reading) as long as it is remembered that the percentile score provides rank order information. From this it can be ascertained that one group has outperformed another group. What cannot be known with certainty is the magnitude of those differences.

- When describing school level performance national percentile scores are presented but also provided is information reflecting the *percentage of students scoring in the lowest and highest national quarters*. The distribution of scores among the national norm group can be split into four equal sections including performance at or below the 25t^{h} percentile, performance above the 25th percentile but at or below the 50th percentile, performance above the 50th percentile and at or below the 75th percentile, and performance above the 75th percentile. Local percentages of students scoring in the lowest and highest national quarters are used in the school designation process.

- For purposes of statistical comparisons focus is on the *mean normal curve equivalent* score. This score is a standardized score with a range from 1 to 99 and a mean of 50. These qualities make normal curve equivalent scores easy to interpret. Their scaling is interval level, which is important when we apply inferential statistical analysis. With the normal curve equivalent rank order differences can be judged as well as magnitude of differences between groups. Additionally, normal curve equivalent scores are comparable across subject areas (e.g. reading vs. math) and across time.

In most cases, national percentile scores are presented because of the ease in interpretation. This has been done at the expense of other information. The interpretation of the national percentile is limited to rank order comparisons. For reading, language, and mathematics only the composite subject area scores are presented. These composite scores reflect performance on the combination of two sub-scales in each subject area. There is only one scale for science.

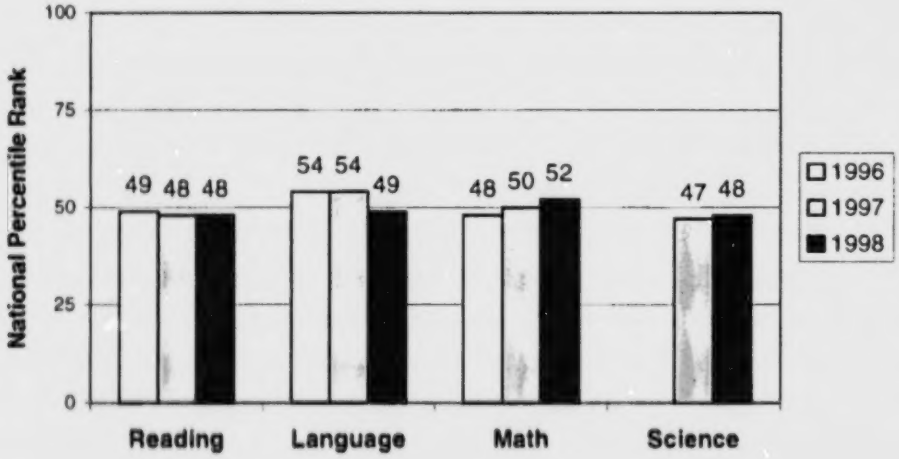
Trends in State Performance

Fourth and 8th grade students have been assessed using TerraNova since the 1996-97 academic year. Fourth and 8th grade students have been assessed in reading, language, and math achievement during the entire three-year period and science achievement was assessed this academic year and in 1997-98. Tenth grade students have participated in all four content areas for two consecutive years beginning in 1997-98.

4th Grade Students

There was a flat trend in reading performance among 4th grade students (See Figure 1a) with no gain from 1997 to 1998 and a slight decrease in performance from 1996 to 1997. In science there was a small increase from 1997 to 1998. It is premature to assume this constitutes a trend in science performance since only two years of comparative data were available.

Figure 1a. Nevada 4th Grade Students: Trends in National Percentile of the Mean Normal Curve Equivalent.



In language no change occurred from 1996 to 1997 but a relatively larger decrease in performance in 1998 was observed. By contrast, in mathematics moderate increases from 1996 to 1997 and from 1997 to 1998 were observed.

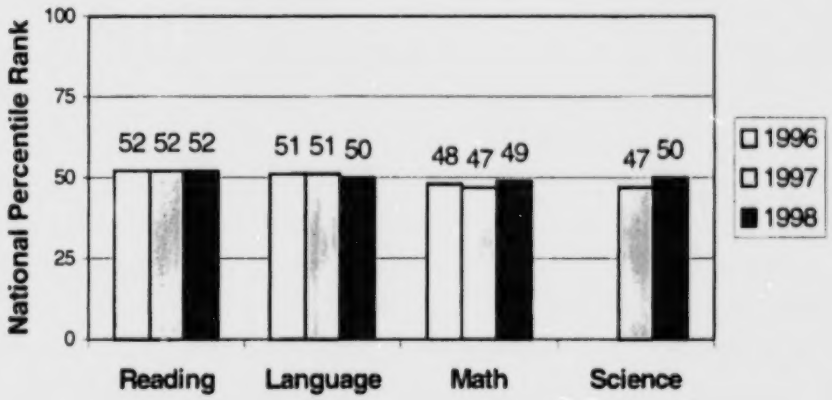
In general, fourth grade performance has hovered near the national midpoint. In 1998, fourth grade students performed greater than 48% of the national norm sample in both reading and science. In language, fourth grade students performed greater than 49% of the national norm group and in mathematics greater than 52% of the national norm group.

8th Grade Students

Turning to 8th grade performance (See Figure 1b), no change in reading scores over the three-year period occurred. In language there was no change from 1996 to 1997 and a small decrease from 1997 to 1998. The trend in math scores was relatively flat as well. A small decrease from 1996 to 1997 and a moderate gain from 1997 to 1998 occurred. Because of the negative dip in 1997 this 1998 gain is slight in comparison to 1996 performance. In science, a larger gain occurred from 1997 to 1998. Again, however, only two years of comparative data were available.

Eighth grade performance also hovered near the national midpoint in 1998-99. In reading, eighth grade performance was greater than 52% of the national norm sample. In both language and science, eighth grade performance was greater than 50% of the national norm group. Eighth grade students' lowest scores were in mathematics where performance was greater than only 49% of the national norm sample.

Figure 1b. Nevada 8th Grade Students: Trends in National Percentile of the Mean Normal Curve Equivalent.



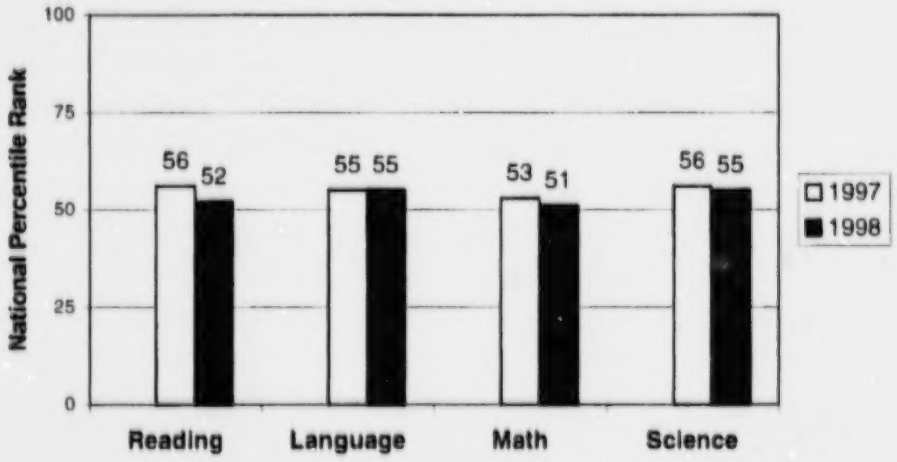
10th Grade Students

For 10th grade students (See Figure 1c) only two years of comparative data was available. Because of this, conclusions regarding change cannot be drawn. Notwithstanding this, a decrease in reading performance occurred from 1997 to 1998. Performance in language did not change and a small decrease in performance occurred in science. A moderate decrease in mathematics performance also occurred. In 1998 and for each subject area, tenth grade performance was greater than over 50% of the national norm sample.

Although it is tempting to compare performance across subject areas, national percentile scores (NP's) do not permit this sort of comparison. By and large, what can be said of Nevada's 4th, 8th, and 10th grade students is that overall average performance

within the state is similar to that of the national norm group. This conclusion is further supported when we consider the percentage of students falling within the national quarters. Across age groups and in reading, language, and math, between 20% and 29% of students scored in each of the four national quarters with only two exceptions. This is comparable to a national split of 25%, 25%, 25%, and 25%. In science and at each grade, fewer students than expected scored in the lowest and highest national quarters (fewer than 20%) and a greater percentage of students than expected scored within the two middle quarters (greater than 30%.)

Figure 1c. Nevada 10th Grade Students: Change in National Percentile of the Mean Normal Curve Equivalent.



District Scores for 1998-99 Academic Year

District level performance in the 1998-99 academic school year is presented in several graphs that depict national percentile scores by district while holding grade and subject area constant. In Nevada, several school districts have small student populations. Other districts are quite large. Interpretation of the graphs that follow should be undertaken with caution given that in certain instances, relatively small numbers of students have contributed to the reported scores.

4th Grade Students

Reading. For reading performance (see figure 2a), there was a wide range of performance on a district by district basis. After eliminating the two extreme district scores, a more narrow range in performance was observed among school districts. Note that for reading performance seven counties performed above the 50th percentile and nine counties scored below the 50th percentile (No scores are available for Esmeralda County 4th grade students because too few students were tested.)

Figure 2a. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading.

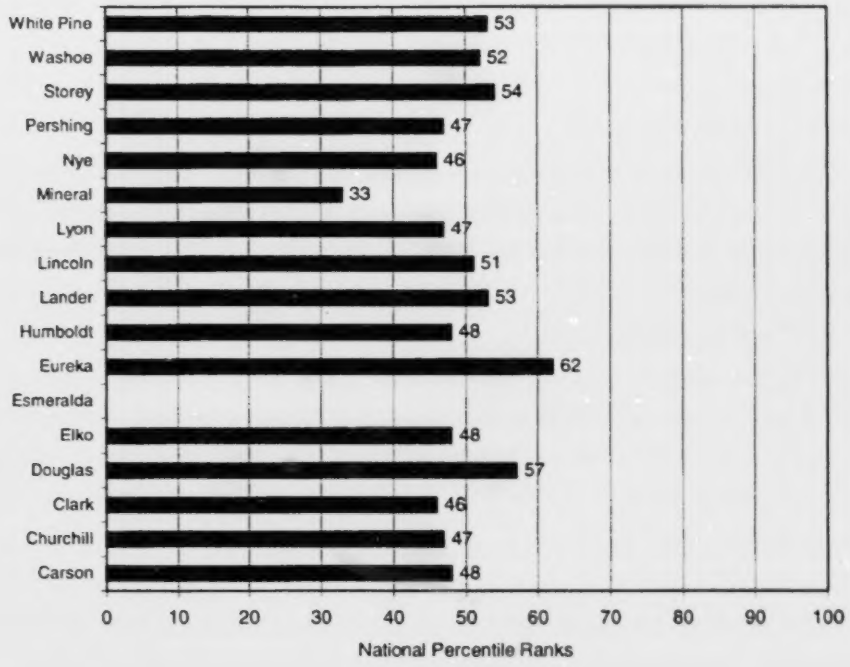


Figure 2b. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language.

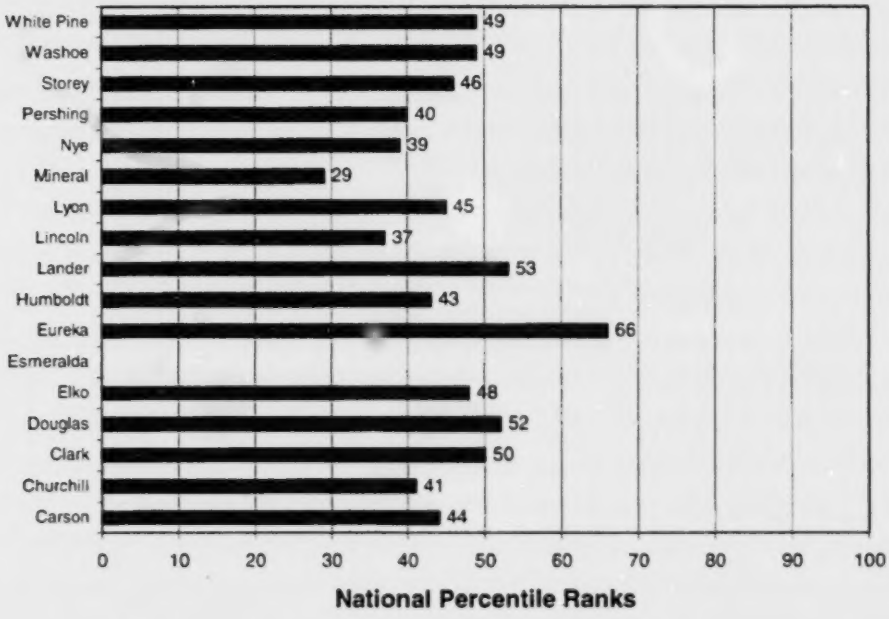


Figure 2c. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math.

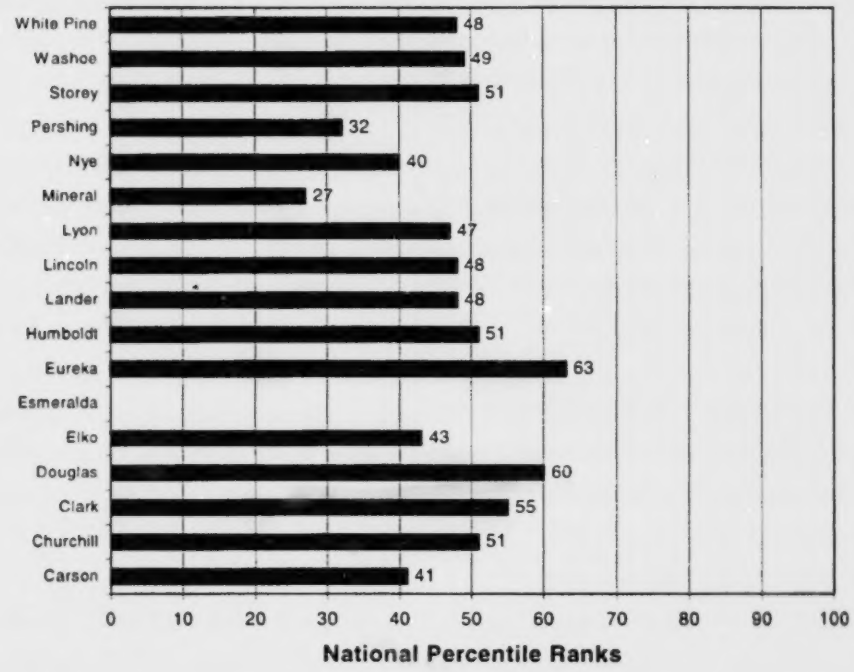
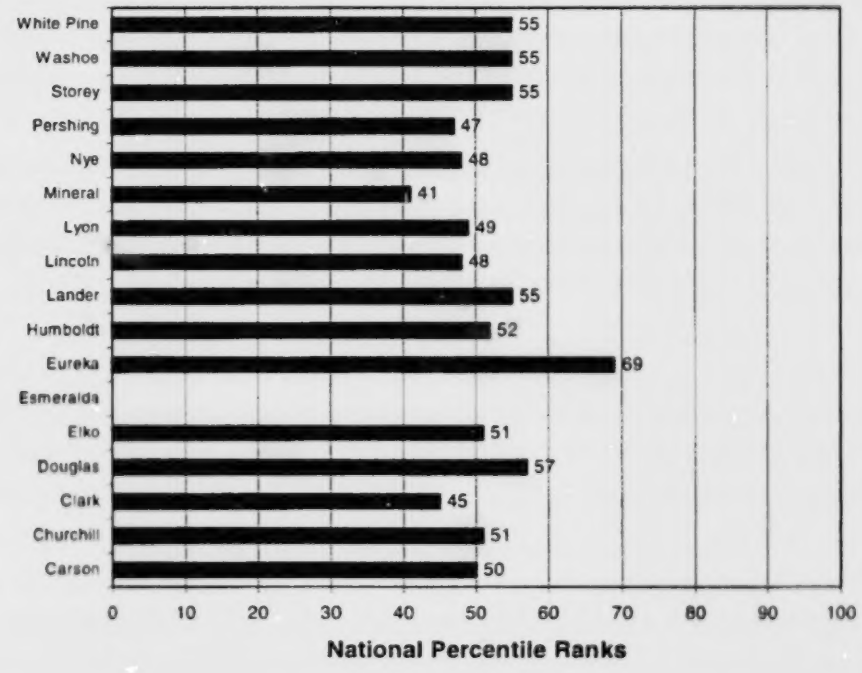


Figure 2d. 4th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science.



Language. In language performance (See Figure 2b) the elimination of the two extreme district scores again left a more truncated range of performance. Overall, four counties scored above the 50th percentile and twelve scored below.

Math and Science. Turning to 4th grade mathematics performance (See Figure 2c), a wider dispersion in performance across districts was observed. In total, six districts scored above the 50th percentile and ten scored below the midpoint. By contrast, a relatively flat distribution of 4th grade district scores was found when we looked at performance in science (See Figure 2d.) For science ten districts scored at or above the 50th percentile with six scoring below.

8th Grade Students

Eureka County students scored highest within the state in each subject area. Their national percentile scores ranged from a low of 75 in science to a high of 81 in reading. In remaining descriptions of 8th grade subject specific performance Eureka County will not be included.

Reading and Language. Among the remaining sixteen school districts, eight scored above the 50th percentile in reading and eight below (See Figure 3a.) The dispersion of district scores was relatively wide. In language performance (See Figure 3b) there was a more truncated range of scores with ten districts scoring below the 50th percentile and six scoring above.

Figure 3a. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading.

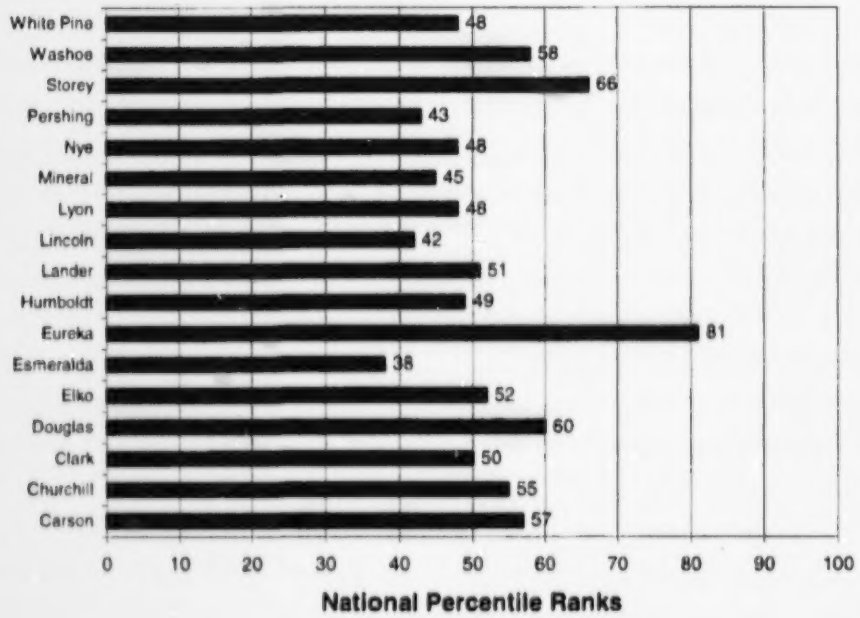


Figure 3b. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language.

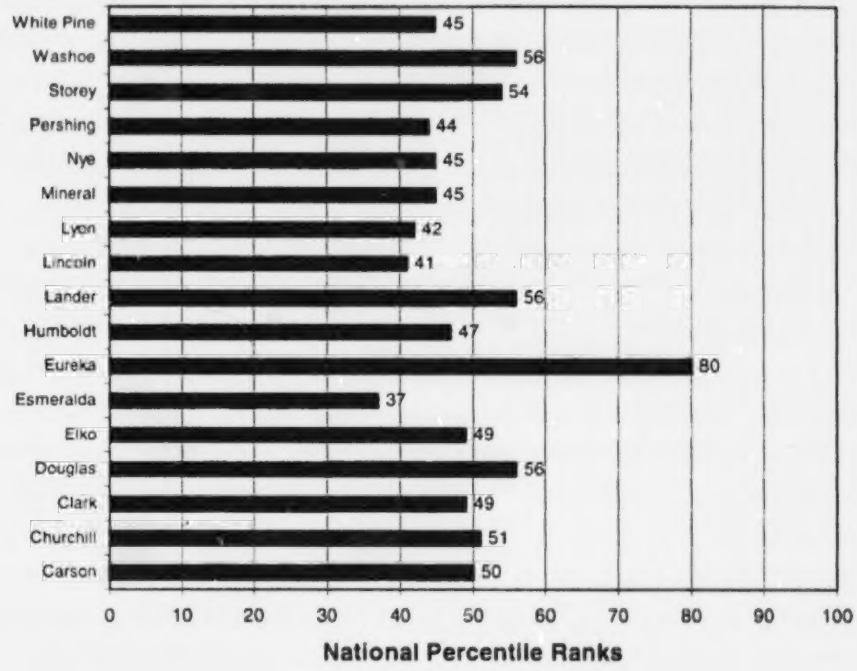


Figure 3c. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math.

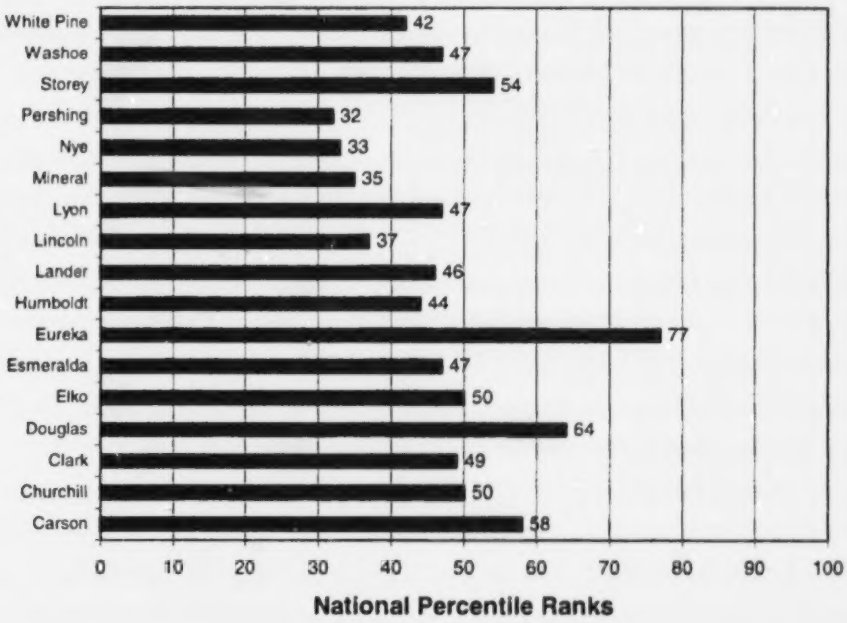
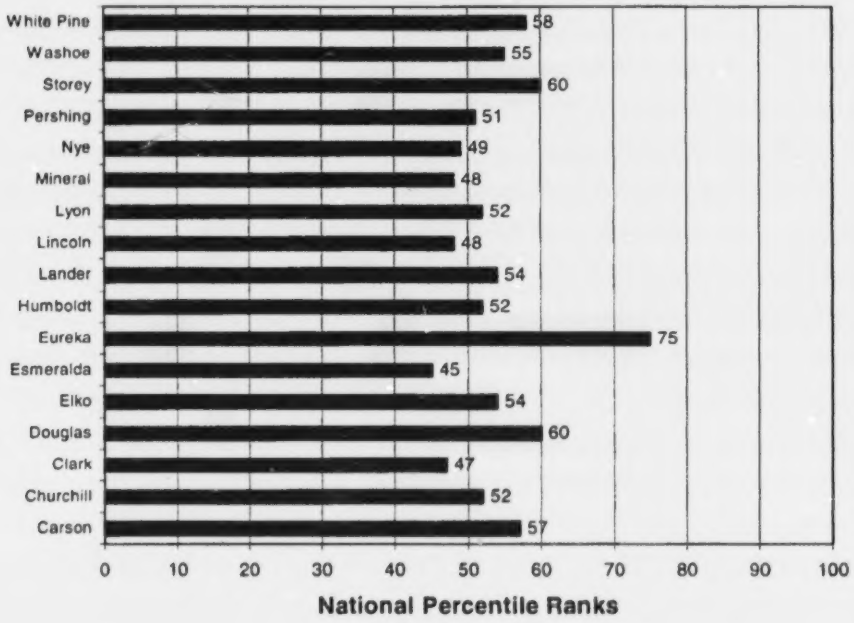


Figure 3d. 8th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science.



Math and Science. Math performance among 8th grade students was a significant weak point for several districts with four districts scoring below the 40th percentile. Additionally, nine districts scored at or below the 50th percentile. Not including Eureka County, three school districts scored above the 50th percentile (See Figure 3c.) In contrast to performance in mathematics, eleven school districts (not including Eureka County) performed above the 50th percentile in science with only five districts scoring below this level (See Figure 3d.)

10th Grade Students

Eureka County again showed the highest level of performance in each subject area with the exception of math performance. Although scores for Eureka County students were significantly high in each area, there was less disparity between Eureka County and performance within other counties among the 10th grade students.

Reading and Language. In reading, nine school districts scored above the 50th percentile with four schools districts scoring at or above the 60th percentile. In addition, five school districts scored below the 50th percentile (scores were unavailable for Esmeralda County.) The pattern of differences in language performance was very similar to that of reading. In total, eleven school districts scored above the 50th percentile with five scoring below (See Figures 4a & 4b.)

Figure 4a. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Reading.

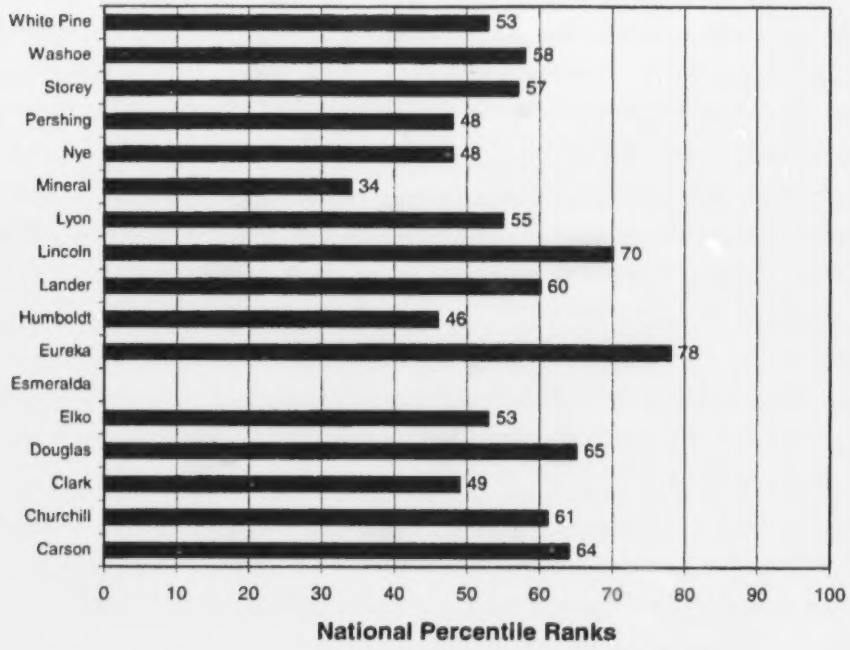


Figure 4b. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Language.

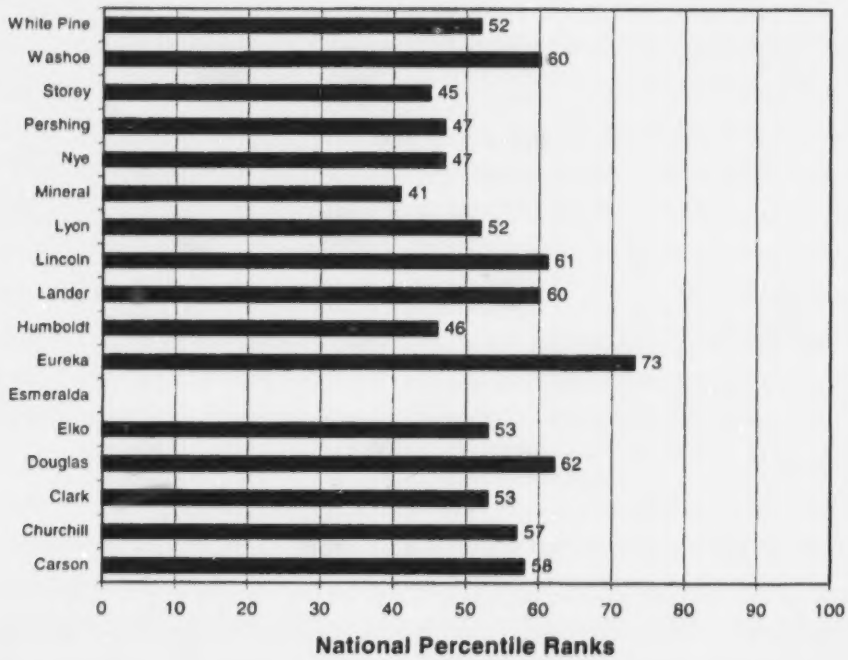


Figure 4c. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Math.

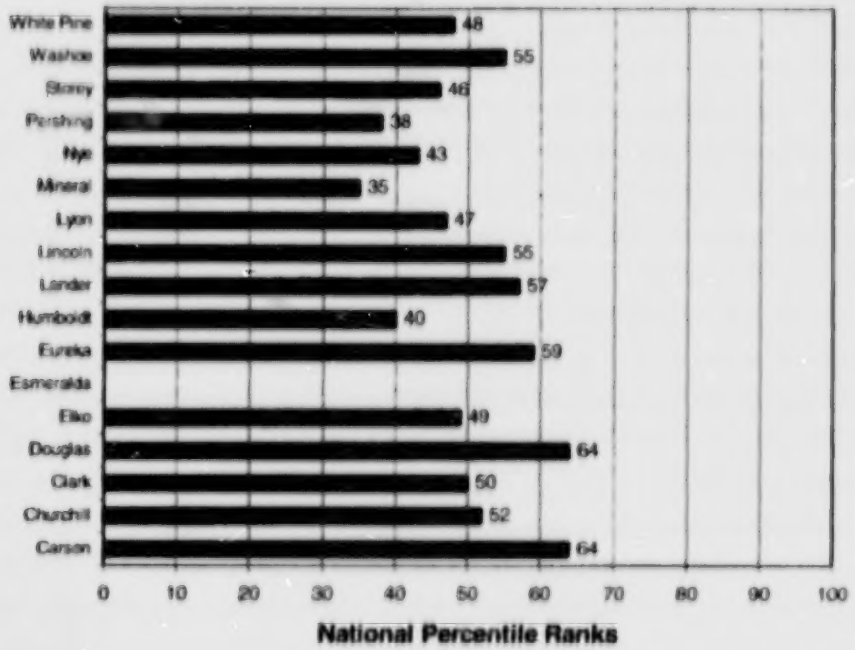
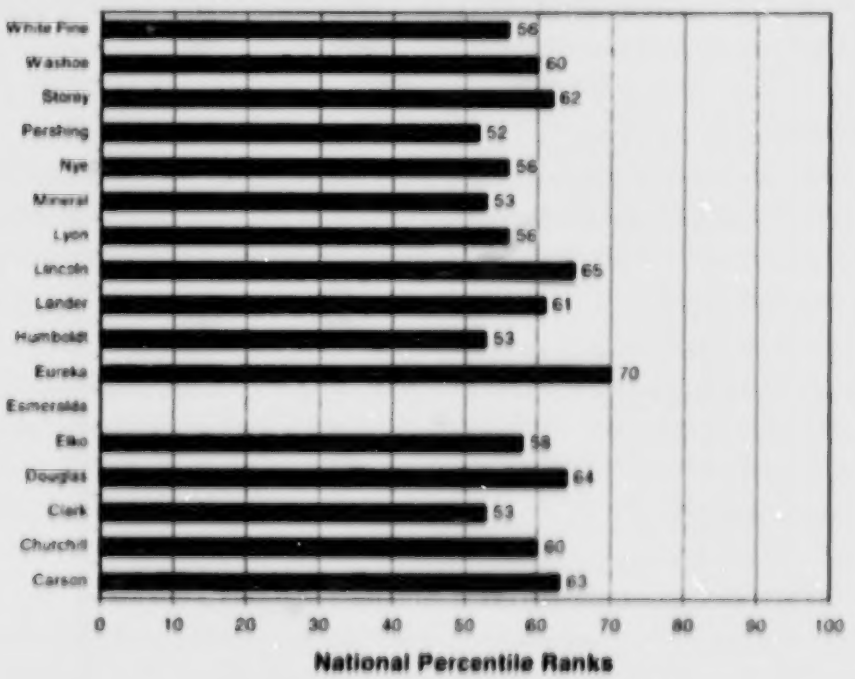


Figure 4d. 10th Grade Students by District: National Percentile of the Mean Normal Curve Equivalent for Science.



Math and Science. Math appeared to be a weak point among 10th grade students in several school districts (See Figure 4c.) In eight school districts performance was below the 50th percentile and in three of these districts performance was at the 40th percentile or below. The other eight school districts scored at or above the 50th percentile. In science, the distribution of 10th grade scores was relatively narrow. In science, every school district scored above the 50th percentile (See Figure 4d.)

To summarize, it appears that at each grade math performance seems to be the area of greatest weakness among many school districts. This finding is supported by state level results among 8th and 10th grade students. In addition, at each grade the least amount of school district variability in scores was in the area of science. This finding is also consistent with science performance statewide.

Objective Performance Scores

In addition to norm referenced information, CTB provides estimates of student mastery of several narrowly defined objective areas. In Tables 3a, 3b, and 3c, percentages of students at the state and school district level having mastered objective performance areas based on CTB's estimation formulas are presented. As was the case with district national percentile scores in reading, language, math, and science, caution should be taken when interpreting district objective performance scores, especially among school districts with small numbers of students.

4th Grade Students

Among 4th grade students a specific area of strength within reading/vocabulary was in the recognition of "multimeaning" words. In contrast, the ability to group words by similar or equal meanings (word meaning) was relatively weak. In language/language mechanics, strengths in editing skills and the recognition of writing conventions, and relative weakness in the use of sentence structure were observed See Table 3a.)

Table 3a. Percentage of 4th Grade Students with Mastery Level Objective Scores.

Objective Area	State	Carson	Churchill	Clark	Douglas	Elko	Eureka	Humboldt	Lander
Reading									
Basic Understanding	41	41	41	39	52	40	64	43	45
Analyze Text	39	38	39	37	49	39	60	40	43
Evaluate/Extend Meaning	47	45	47	46	60	46	72	48	49
Identify Reading Strategies	49	48	49	48	62	49	72	50	53
Vocabulary									
Word Meaning	14	15	11	14	18	12	25	17	15
Multimeaning Words	67	69	67	66	77	70	75	67	76
Words in Context	21	24	17	20	26	16	29	21	17
Language									
Sentence Structure	13	11	9	14	13	11	20	11	18
Writing Strategies	25	21	23	25	24	21	40	24	33
Editing Skills	43	38	36	44	50	41	64	40	49
Language Mechanics									
Sentences, Phrases, Clauses	23	21	18	25	24	22	28	13	23
Writing Conventions	45	37	35	47	46	41	56	34	36

(Table 3a cont.)

Mathematics	State	Carson	Churchill	Clark	Douglas	Elko	Eureka	Humboldt	Lander
Number Relations	31	27	27	33	38	25	48	32	24
Computation & Estimation	32	27	29	34	41	26	40	30	27
Operation Concepts	43	37	41	45	53	36	60	45	36
Measurement	18	18	14	19	24	14	36	19	14
Geometry & Spatial Sense	35	30	31	37	43	28	44	39	29
Data, Statistics, & Probability	44	39	41	45	51	37	68	50	40
Patterns, Functions, Algebra	48	42	46	49	58	40	64	50	41
Problem Solving & Reasoning	17	17	13	18	22	14	28	18	12
Math Computation									
Multiply Whole Numbers	21	10	21	25	20	11	17	17	9
Divide Whole Numbers	7	3	7	8	4	3	0	3	2
Decimals	23	11	23	27	20	12	17	21	14
Science									
Science Inquiry	40	41	43	38	52	40	76	46	41
Physical Science	9	9	9	8	14	11	16	15	12
Life Science	12	12	12	10	18	14	36	19	17
Earth & Space Science	12	12	11	10	17	14	32	20	13
Science & Technology	19	19	16	17	27	90	40	27	22
Personal & Social Perspectives	89	92	91	88	95	22	100	91	95

Objective Area	Lincoln	Lyon	Mineral	Nye	Pershing	Storey	Washoe	White Pine
Reading								
Basic Understanding	40	39	26	35	33	53	45	44
Analyze Text	39	38	21	33	36	47	43	44
Evaluate/Extend Meaning	49	46	29	42	44	47	51	52
Identify Reading Strategies	54	47	31	45	47	59	53	58
Vocabulary								
Word Meaning	14	11	9	11	8	13	17	15
Multimeaning Words	79	69	61	71	67	80	69	72
Words in Context	21	15	11	19	14	20	24	20
Language								
Sentence Structure	14	9	6	11	9	9	12	10
Writing Strategies	21	19	12	17	23	13	26	25
Editing Skills	35	38	21	35	35	31	42	47
Language Mechanics								
Sentences, Phrases, Clauses	12	18	13	14	9	10	23	19
Writing Conventions	17	33	19	31	21	31	42	38
Mathematics								
Number Relations	31	23	11	22	17	38	30	23
Computation & Estimation	33	23	13	22	17	41	30	27
Operation Concepts	45	36	18	32	28	44	42	46
Measurement	22	14	3	12	8	13	17	14
Geometry & Spatial Sense	34	27	14	25	18	41	33	29
Data, Statistics, & Probability	43	36	19	36	26	56	43	41
Patterns, Functions, Algebra	50	41	21	37	29	50	47	48
Problem Solving & Reasoning	22	13	6	12	8	16	16	13
Math Computation								
Multiply Whole Numbers	11	15	11	9	3	13	14	17
Divide Whole Numbers	2	4	12	3	3	0	4	6
Decimals	13	18	11	13	8	9	16	17
Science								
Science Inquiry	40	40	25	37	37	44	47	46

(Table 3a cont.)

Science cont.	Lincoln	Lyon	Mineral	Nye	Pershing	Storey	Washoe	White Pine
Physical Science	9	7	11	6	5	3	13	12
Life Science	12	11	9	10	6	9	18	15
Earth 7 Space Science	10	11	9	8	6	6	18	16
Science & Technology	21	16	16	16	18	25	26	20
Personal & Social Perspectives	84	91	86	92	89	88	93	93

In math/math computation, strengths in pattern recognition and generation (Patterns, Functions, & Algebra) were observed. Weakness in dividing with whole numbers, problem solving & reasoning, and in measurement was also apparent. For 4th grade science performance, Personal and Social Perspectives in Science was an area of strength and Physical Science was an area of relative weakness.

8th Grade Students

Among 8th grade students (See Table 3b), Evaluate & Extend Meaning was an area of strength and Word Meaning was an area of weakness within reading/vocabulary. In language/language mechanics, there appears to be relative weakness across all objective areas. There were several areas of weakness in math including Computation & Estimation, Measurement, Geometry, Problem Solving & Reasoning, Fractions, and in Percents. Relative strength in Numbers & Number Relations and Order of Operations was observed. In terms of mastery, science performance was relatively weak across objective areas.

Table 3b. Percentage of 8th Grade Students with Mastery Level Objective Scores.

Objective Area	State	Carson	Churchill	Clark	Douglas	Elko	Esmeralda	Eureka	Humboldt
Reading									
Basic Understanding	29	29	32	28	36	29	13	74	28
Analyze Text	37	36	38	35	44	37	13	79	35
Evaluate/Extend Meaning	49	50	52	47	56	50	33	84	46
Identify Reading Strategies	22	21	26	21	29	23	0	63	21
Vocabulary									
Word Meaning	10	14	10	9	12	10	7	25	5
Multimeaning Words	33	42	35	31	37	29	7	60	25
Words in Context	30	38	31	28	35	27	7	55	24
Language									
Sentence Structure	32	29	34	31	36	34	7	63	34
Writing Strategies	31	27	30	30	37	32	20	58	34
Editing Skills	31	30	30	30	36	31	13	63	33
Language Mechanics									
Sentences, Phrases, Clauses	37	34	38	36	42	37	7	75	32
Writing Conventions	33	29	32	33	38	32	7	70	30
Mathematics									
Number Relations	57	67	53	58	72	55	53	89	52
Computation & Estimation	16	19	14	16	27	17	7	37	12
Measurement	9	10	6	9	14	9	0	32	8
Geometry & Spatial Sense	16	18	14	16	27	15	7	42	14
Data, Statistics, & Probability	33	40	30	33	51	30	20	58	34
Patterns, Functions, Algebra	34	41	31	34	51	31	20	63	32
Problem Solving & Reasoning	11	12	7	11	18	10	7	32	8

(Table 3b cont.)

Math Computation	State	Carson	Churchill	Clark	Douglas	Elko	Esmeralda	Eureka	Humboldt
Fractions	16	21	24	15	26	19	0	40	12
Integers	25	32	35	25	42	27	21	55	18
Percents	13	17	13	13	16	13	0	25	9
Order of Operations	41	49	46	42	59	42	43	70	33
Science									
Science Inquiry	11	15	12	8	16	16	7	20	11
Physical Science	22	32	20	19	28	27	13	55	23
Life Science	21	29	23	18	29	29	13	45	26
Earth & Space Science	12	18	13	10	18	19	7	35	12
Science & Technology	35	47	32	31	46	44	13	75	40
Personal & Social Perspectives	11	15	12	9	16	15	0	20	10
Objective Area	Lander	Lincoln	Lyon	Mineral	Nye	Pershing	Storey	Washoe	White Pine
Reading									
Basic Understanding	31	21	24	22	25	28	31	35	22
Analyze Text	41	31	31	30	32	31	44	42	33
Evaluate/Extend Meaning	50	43	44	46	43	38	58	53	42
Identify Reading Strategies	23	17	18	20	21	17	20	27	17
Vocabulary									
Word Meaning	3	2	6	7	7	8	16	14	5
Multimeaning Words	31	18	27	32	26	25	48	40	21
Words in Context	23	17	24	23	22	20	48	35	22
Language									
Sentence Structure	44	34	24	27	25	25	27	39	37
Writing Strategies	38	36	23	31	25	28	24	38	34
Editing Skills	38	36	22	27	26	26	29	38	33
Language Mechanics									
Sentences, Phrases, Clauses	43	23	25	35	30	32	32	43	26
Writing Conventions	42	17	21	26	25	31	27	38	23
Mathematics									
Number Relations	52	50	51	37	37	43	51	56	49
Computation & Estimation	10	5	10	5	8	3	24	17	7
Measurement	5	3	5	5	4	0	4	10	4
Geometry & Spatial Sense	14	8	8	6	8	3	13	17	8
Data, Statistics, & Probability	27	23	25	19	20	12	31	35	25
Patterns, Functions, Algebra	28	27	24	17	19	12	33	34	26
Problem Solving & Reasoning	9	3	6	6	6	2	9	12	7
Math Computation									
Fractions	8	12	14	19	8	6	36	15	5
Integers	17	22	16	19	18	9	39	25	13
Percents	5	13	11	9	9	8	18	14	4
Order of Operations	36	35	38	25	29	17	45	38	30
Science									
Science Inquiry	8	3	10	11	9	9	20	15	12
Physical Science	25	20	21	17	21	22	33	28	32
Life Science	19	15	24	16	20	19	31	27	27
Earth ? Space Science	11	7	12	14	12	11	22	17	16
Science & Technology	38	36	37	37	36	39	49	43	49
Personal & Social Perspectives	7	5	10	12	9	11	20	15	15

10th Grade Students

For 10th grade reading/vocabulary (See Table 3c), relative weakness across objective areas were indicated. This was also the case in science and in math with the exception of Integers. In language, tenth grade students were relatively weak in Sentence Structure and relatively strong in Sentences, Phrases, and Clauses.

Table 3c. Percentage of 10th Grade Students with Mastery Level Objective Scores.

Objective Area	State	Carson	Churchill	Clark	Douglas	Elko	Eureka	Humboldt	Lander
Reading									
Basic Understanding	31	44	35	28	43	32	57	29	37
Analyze Text	31	42	38	28	42	30	62	27	39
Evaluate/Extend Meaning	35	48	42	32	49	35	71	34	41
Identify Reading Strategies	24	35	28	22	34	24	38	19	26
Vocabulary									
Word Meaning	11	17	14	10	14	11	14	8	9
Multimeaning Words	18	27	25	17	23	20	33	16	17
Words in Context	12	17	18	11	15	13	24	9	7
Language									
Sentence Structure	31	41	31	29	39	28	52	26	36
Writing Strategies	44	53	49	41	58	42	81	39	48
Editing Skills	39	49	42	37	52	37	76	36	45
Language Mechanics									
Sentences, Phrases, Clauses	53	50	57	52	60	50	76	39	58
Writing Conventions	44	40	46	44	47	46	71	33	45
Mathematics									
Number Relations	21	28	21	20	32	19	14	10	22
Computation & Estimation	15	23	16	15	25	14	14	8	11
Measurement	22	31	21	21	34	18	19	14	25
Geometry & Spatial Sense	20	28	19	19	31	17	14	10	19
Data, Statistics, & Probability	15	21	14	14	26	13	19	7	13
Patterns, Functions, Algebra	13	18	13	12	23	13	14	6	10
Problem Solving & Reasoning	22	33	20	20	36	19	24	14	24
Math Computation									
Integers	51	59	59	50	61	49	43	44	59
Percents	14	20	13	15	12	12	5	7	11
Order of Operations	30	37	38	30	32	27	24	21	37
Algebraic Operations	15	23	19	16	12	14	14	9	18
Science									
Science Inquiry	19	29	23	17	28	20	38	16	19
Physical Science	6	11	7	5	9	8	19	4	6
Life Science	8	13	12	6	10	8	14	6	10
Earth & Space Science	18	27	22	15	25	20	33	15	18
Science & Technology	16	25	21	15	22	18	19	14	16
Personal & Social Perspectives	19	29	24	17	28	20	29	16	17
History & Nature of Science	11	18	13	10	13	11	14	8	9

Objective Area	Lincoln	Lyon	Mineral	Nye	Pershing	Storey	Washoe	White Pine
Reading								
Basic Understanding	51	34	22	27	29	32	38	31
Analyze Text	49	32	27	26	29	26	37	31
Evaluate/Extend Meaning	58	39	20	31	32	35	42	34
Identify Reading Strategies	39	27	16	20	22	23	30	23

(Table 3c cont.)

Vocabulary	Lincoln	Lyon	Mineral	Nye	Pershing	Storey	Washoe	White Pine
Word Meaning	16	9	6	6	8	6	14	13
Multimeaning Words	29	19	10	16	14	13	21	20
Words in Context	13	11	6	9	9	6	14	14
Language								
Sentence Structure	46	29	20	26	23	27	35	30
Writing Strategies	64	44	37	40	34	40	48	43
Editing Skills	55	40	35	33	28	30	44	41
Language Mechanics								
Sentences, Phrases, Clauses	54	45	46	45	41	44	57	55
Writing Conventions	47	40	33	30	34	38	48	34
Mathematics								
Number Relations	17	20	6	13	6	14	25	18
Computation & Estimation	13	12	6	7	6	11	19	12
Measurement	25	20	8	14	8	17	27	20
Geometry & Spatial Sense	18	16	6	12	8	11	24	19
Data, Statistics, & Probability	20	12	8	8	6	9	19	14
Patterns, Functions, Algebra	8	11	6	5	3	9	17	14
Problem Solving & Reasoning	35	21	8	14	8	14	28	19
Math Computation								
Integers	49	47	40	48	42	46	54	47
Percents	14	7	6	9	2	14	15	10
Order of Operations	24	27	15	25	13	23	31	26
Algebraic Operations	13	9	6	10	3	9	16	7
Science								
Science Inquiry	34	18	6	16	14	26	25	15
Physical Science	6	6	2	4	0	9	9	4
Life Science	11	7	4	4	0	11	11	5
Earth & Space Science	30	18	8	17	14	23	22	14
Science & Technology	27	15	10	15	8	23	20	12
Personal & Social Perspectives	32	18	10	17	14	23	24	15
History & Nature of Science	11	10	6	7	2	14	14	6

It is important to note that these judgements are based on the percentage of students with estimated mastery in each skill or objective area. The reliability of the estimates for each objective area is unknown.

Although the mastery information does provide some potentially useful information regarding relative areas strength and weakness, there were some inconsistencies between this information and the norm referenced information presented above. For example, among 10th grade students, across objective performance areas smaller percentages of students had mastery level scores when compared to 4th grade and 8th grade students. This is contrasted with generally higher norm referenced scores among 10th grade students statewide. This apparent discrepancy is undoubtedly a function of student variability in performance; however, these differences may underscore a need for caution in interpreting criterion referenced estimates from a norm referenced examination.

School Level Performance

In 1997 a senate bill (S.B. 482) containing the Nevada Education Reform Act (NERA) was passed, and with it major changes in school accountability were mandated. At the heart of the bill was a decision to judge school achievement based upon performance on the state mandated norm referenced assessment. As a result of the change in accountability, schools with more than 40% of their students scoring below the 26th percentile (lowest national quarter) in every subject area (reading composite, language composite, math composite, and science) would be designated as having "inadequate" achievement. By contrast, schools with 50% or more of their students scoring above the 75th percentile (highest national quarter) in every subject would be designated as having "high" achievement. Schools not meeting either criterion would be considered as having "adequate" achievement. Several other factors impact the designation process, including percentage of eligible students tested, teacher attendance rates, and the number of grades tested within a school. To date teacher attendance has not been included in the designation process. Student attendance or the number of eligible students tested has been a factor but has only affected schools eligible for a "high" achievement designation thus far. To be designated as having "high" achievement, schools must test a minimum of 95% of their eligible students. The number of grades tested within a school has been a significant factor. If a school serves students in 4th, 8th, and 10th grades, performance must be deficient in two of the three grades for a school to receive an inadequate designation. If a school serves one or two grades, deficiency in one grade will result in an inadequate designation for the entire school. The same rules apply when we consider the designation of "high" achievement schools.

The designation process relies on percentages of students scoring within the national quarters and not on national percentile scores or normal curve equivalent scores. Presented below are schools with more than 40% of their students scoring below the 26th percentile in **any** subject area (See Table 4a) and schools with 40% or more of their students scoring above the 75th percentile in **any** subject area for the 1998-99 academic year (See Table 4b.)

As shown in Table 4a, 73 schools had more than 40% of their students score in the lowest national quarter in at least one subject area (See bolded figures in Table 4a.) Six schools performed low in at least one subject and in more than one grade level (e.g. West Wendover.) Among the 73 schools, 30 showed poor performance in only one area and 24 showed poor performance in two areas. Nine schools showed poor performance in three areas and 10 schools showed poor performance in all four subject areas. Of the four subjects, low performance was least frequent in science.

Looking at schools with high levels of performance (See bolded percentages in Table 4b), we found that in 17 schools 50% or more of their students scored in the highest national quarter in at least one subject. This included 10 schools demonstrating high performance in one subject area, 5 schools in two subject areas, 1 school in three subject areas, and 1 school in all four subject areas.

In Table 4b, schools that had 40% or more of their student's score in the highest national quarter were included. These schools were included because of current legislation that might expand the criteria pertaining to high achieving schools. Considering this cutoff, fifty-four schools showed high achievement in at least one subject area. This included 29 schools performing high in one subject area, 11 schools in two areas, 9 schools in three areas, and 5 schools in all four subject areas. Given both criterion, high achievement was least frequent in science. Therefore both high and low performance in science was an infrequent occurrence. The dispersion of science scores at the district and state levels provides further support for this finding.

Table 4a. Schools with more than 40% of students scoring below the 26th percentile in any subject area.

District/School		Reading	Language	Math	Science
Carson City					
Bordewich/Bray Elementary		22.6	26.9	**40.9**	10.8
Empire Elementary		37.2	40	**50**	26.3
Mark Twain Elementary		24.2	26.1	**40.2**	22.8
Churchill County					
West End Elementary		30.4	**54.3**	37	15.2
Clark County					
Bell Elementary		35.8	**41.3**	**42.2**	36.4
Booker Elementary		**56.4**	**59**	**43.6**	**53.8**
Bridger Middle School		32.5	31	**40.3**	31.6
Cahlan Elementary		**45.8**	**41**	32.5	**42.2**
Cambeiro Art Elementary		**52.9**	**43.5**	**46**	**46**
Carson Elementary		31.8	29.5	**44.4**	**53.2**
Cortez Elementary		**47**	**40.2**	31.3	**44.4**
Cortney Middle School		34.6	**41**	33.4	30.7
Cunningham Elementary		34.9	**45.1**	**40.4**	34.9
Dailey Elementary		**47.6**	**41**	36.2	39.8
Edwards Elementary		**45.1**	**42.5**	28.3	36.6
Fitzgerald Elementary		**61.3**	**63**	**57.1**	**63.6**
Gragson Elementary		**54.3**	**53.5**	34.4	**48**
Herron Elementary		**54.2**	**40.2**	31.7	**47.5**
Hewetson Elementary		**40.7**	**45.7**	31.5	29
Kelly Elementary		30	40	**50**	**45**
Laughlin High School (8th)		22.8	36.7	**46.3**	18
Lincoln Elementary		**45**	**49.4**	37	38.3
Lunt Elementary		**44.1**	**44.1**	**46.4**	**52.9**
Lynch Elementary		**44.6**	**49.6**	**41.8**	39
Madison Elementary		**59.2**	**60.8**	**49.3**	**57.5**
Martin Middle School		**49.6**	**43**	**40.5**	38.4
Mc Call Elementary		**48.3**	**44.8**	37.9	34.5
Mojave High School		**48**	35.2	**46.9**	19.7
Orr Middle School		33.6	32.3	**44.5**	24.1

(Table 4a cont.)

Clark County cont.		Reading	Language	Math	Science
Paradise Elementary		**43.9**	**42.1**	36.6	34.5
Rancho High School		**47.6**	32.1	**47**	15.8
Robison Middle School		39.8	37.9	**42.1**	29.9
Ronnow Elementary		**40.4**	**40.9**	34.9	37.5
Smith Middle School		**43.9**	34.1	**42.1**	29.5
Sunrise Acres Elementary		**50.8**	36.5	24.2	36.5
Tate Elementary		37.3	**43.4**	**41**	37.8
Virgin Valley High School (10th)		**48**	32.5	36.8	13.9
Von Tobel Middle School		**45.8**	38.8	**51.2**	34.7
West Middle School		**46.4**	**46.5**	**50.9**	39.7
Western High School		**40.3**	32.2	35.2	14.8
Whitney Elementary		**43.4**	35.4	27.3	30.2
Douglas County	No Schools				
Elko County					
Jackpot Elementary		23.5	35.3	**50**	27.8
Jackpot High School (10th)		**52.4**	23.8	38.1	9.5
Owyhee Elementary		31.6	31.6	**63.2**	26.3
Owyhee High School (8th)		37.9	31	**62.1**	31
Owyhee High School (10th)		26.7	26.7	**53.3**	0
Southside Elementary		33.3	37.9	**46.2**	25
West Wendover Elementary		**42.4**	**54.5**	**43.9**	34.8
West Wendover High (8th)		**51.7**	**45**	**54.8**	**45.2**
West Wendover High (10th)		**44.6**	23.6	**47.3**	23.7
Eureka County	No Schools				
Humboldt County					
McDermitt Elementary (4th)		**47.4**	**63.2**	**63.2**	**61.1**
McDermitt High School (10th)		**70.8**	**41.7**	**50**	25
Lander County	No Schools				
Lincoln County					
Caliente Elementary		24	**44**	29.2	20
Meadow Valley Middle		30.6	30.6	**47.4**	13.5
Lyon County	No Schools				
Mineral County					
Hawthorne Elementary (4th)		33.3	**50**	**47.3**	25.7
Schurz Elementary (4th)		**50**	40	**60**	25
Schurz Elementary (8th)		**61.5**	**53.8**	**76.9**	**69.2**
Nye County					
Amargosa Valley Elementary (4th)		14.3	**50**	**42.9**	14.3
Amargosa Valley Elementary (8th)		35.7	26.7	**66.7**	18.8
Beatty Elementary (8th)		25	23.8	**47.6**	28.6
Clark Middle School		25.5	28.1	**47.3**	15.3
Gabbs High School (10th)		30	20	**60**	9.1
Johnson Elementary		30.1	**45.2**	38.4	19.2
Round Mountain Elementary (4th)		25.8	29	**45.2**	25.8

(Table 4a cont.)

Nye County cont.		Reading	Language	Math	Science
Silver Rim Elementary		28	44	42.3	15.4
Pershing County					
Lovelock Elementary (4)		19.3	26.3	40.4	15.8
Pershing County Middle School		32.3	32.3	41.5	14.1
Storey County	No Schools				
Washoe County					
Bennett Elementary		43.2	47.7	39	17.8
Booth Elementary		40	43.8	53.2	37.9
Corbett Elementary		40	43.1	32.7	33.9
Duncan Elementary		62.7	50.8	54	41.8
I Can Do Anything High School		51.9	28.6	46.4	17.2
Lincoln Park Elementary (4th)		41.8	37.5	45.6	19.6
Loder Elementary		46.2	51.9	61.1	32.1
Mathews Bernice Elementary		48.5	51.5	44.6	37.3
Mitchell Elementary		21.4	40.5	37.5	23.8
Mount Rose Elementary		23.8	41.5	20	24.4
Natchez Elementary		35.3	50	55.6	38.9
Smithridge Elementary		50	62.7	56.7	44.6
Traner Middle School		35.7	39	49.1	22.2
Vaughn Middle School		25.9	24.4	42.3	19.4
White Pine County	No Schools				

In the 1997-98 academic school year, 23 schools were officially designated as having inadequate achievement. For the 1998-99 academic school year, 8 schools were officially designated as having inadequate achievement (Booker Elementary, Cambeiro Elementary, Fitzgerald Elementary, Lunt Elementary, and Madison Elementary from Clark County; Schurz Elementary from Mineral County; and Duncan Elementary and Smithridge Elementary from Washoe County.) Of those 8 schools, 5 schools have now been designated as inadequate for two consecutive years (Booker, Cambeiro, Fitzgerald, Madison, and Duncan.) Schools that are designated as inadequate are provided with state financial assistance to assist in their school-wide improvement plan. At first glance, we might assume that the provision of financial assistance has been instrumental in school change given the number of schools (18) that went from an "inadequate" status to an "adequate" status.[3] However, this conclusion cannot be drawn at this time. There is little expectation that school-wide reform, which in most cases was not implemented until the fall of the following academic year, would have such an immediate impact. It is expected that over time significant increases in student and school performance will accrue from effective programs.

[3] Although 18 schools did not fall into the inadequate group in 1998 after having been inadequate in 1997, the overall decline in designated schools (inadequate) only dropped from approximately 5% of schools to 2%.

In 1998-99 only one school was designated as having high achievement this academic school year. In 1997-98 the number of schools was 2 and included this year's designee, Gomm Elementary. If current legislation proposing a change in the designation criteria is adopted and the criteria for high achievement were expanded to include schools with 40% or more of their students scoring above the 75th percentile in every subject area, then 5 schools would be considered for recognition.

Table 4b. Schools with 40% or more students scoring above the 75th percentile in any subject area.

District/School		Reading	Language	Math	Science
Carson City					
Carson High School		**41.4**	30.3	37.5	28.9
Churchill County					
Northside Elementary		18.5	19.8	**42.9**	13.6
Clark County					
Adv. Tech Academy (10th)		**62.4**	**62.4**	**68**	**44.3**
Allen Dean Elementary		37	33.3	**42.5**	22.5
Bartlett Elementary		**45.6**	**54.4**	**69.8**	38.5
Bonner John Elementary		28.6	**42.9**	36.7	31.6
Boulder City High School		**45.1**	34	36.6	28
Bowler Joseph Elementary		6.7	22.2	**44.4**	8.9
Bunker Elementary		20.2	31	**42.2**	14.3
Cox, D. Elementary		29	**40.3**	**50.8**	22.1
Earl Marion Elementary		19.2	28.3	**42**	18.6
Eisenberg Elementary		31.5	**45.4**	**47.2**	21.3
Garehime Elementary		16.3	35.4	**42.6**	12.8
Garrett Middle School		33.7	37.4	**42.5**	27
Greenspun Middle School		39.1	39.9	**44.3**	23.5
Harris Elementary		24.3	36.9	**46.7**	15.4
Heard Elementary		17.9	31.6	**46.3**	24.5
Hill Elementary		31.3	**41.3**	38	20.8
Hoggard Elementary		28	36.6	**43**	18.3
Hyde Park Middle School		**49.8**	**44.6**	**47.5**	30.4
Kahre Elementary		27.1	**43**	**42.1**	21.7
King, Martha P. Elementary		20.3	32	**41.2**	22
Las Vegas Academy HS		**55.7**	**47**	**42.7**	33.1
Lamping Elementary		34.6	**43.6**	**42.3**	21.8
Long Elementary		18.9	28.7	**40.5**	12.4
Lummis Elementary		29.2	**51.1**	**60.6**	27.3
Mc Doniel Elementary		28.8	**49**	**43.3**	24
Perkins Elementary		23.1	30.8	**44**	19.2
Roberts Aggi Elementary		23.8	**40.2**	**40.7**	18.9
Sandy Valley Elementary		11.8	**41.2**	**52.9**	12.5
Vanderburg Elementary		38.7	**45.4**	**44.5**	28.6
Douglas County					
Carson Valley Middle School		32.8	29.1	**43.8**	22.6
Zephyr Cove Elementary		**44.6**	**42.2**	**54.7**	35.4
Elko County	NS				
Esmeralda County	NS				

(Table 4b cont.)

Eureka County		Reading	Language	Math	Science
Eureka Elementary		33.3	31.3	40	50
Eureka County High School (8th)		57.9	52.6	47.4	40
Eureka County High School (10th)		52.4	33.3	19	33.3
Humboldt County	NS				
Lander County	NS				
Lincoln County					
Lincoln County High School (10th)		47.8	30.4	12.5	26.5
Pahranagat Valley High School		45.5	36.4	45.5	45.5
Lyon County					
Smith Valley High School (10th)		50	21.4	28.6	35.7
Mineral County	NS				
Nye County					
Tonopah Elementary (4th)		46.7	20	13.3	13.3
Pershing County	NS				
Storey County	NS				
Washoe County					
Beck Elementary		43.2	41.9	39.2	43.2
Caughlin Ranch Elementary		47.7	52.3	56.9	47.7
Galena High School		46	37.7	37.6	36.8
Gomm Elementary		55.4	54.8	54.3	61.7
Huffaker Elementary		33	42.2	48.9	39.3
Incline High School		41.7	33.7	37.9	35.1
Incline Middle School		37.8	34.4	41.3	29.3
Mc Queen High School		43.3	40	44.5	32.4
Reno High School		46.8	44	43.8	35.1
Smith, K. Elementary		31	31	56.7	20.7
Swope Middle School		52	49.4	50.3	32.8
Verdi Elementary		42.9	47.6	45.2	50
Westergard Elementary		39.8	52.9	35.2	25
White Pine County					
Lund High (8th)		20	20	40	30
McGill Elementary (4th)		10.5	40	23.8	27.3

Note: NS = no schools

The large majority of schools fall into the "adequate" category of achievement. Tables 4a and 4b are presented to provide information regarding schools that demonstrate areas of excellence and schools that demonstrate areas of weakness. These tables provide no information for the remaining 70% of our schools. In appendix B national percentile scores for each subject area and for most public schools are provided. Schools with fewer than 10 students participating in TerraNova testing and alternative schools have been omitted from this list.

A Closer Look at "Inadequate" Schools

There is at least one plausible explanation for the dramatic change in the number of schools designated as having inadequate achievement in 1998-99. It is possible that the change in the number of schools is partly a function of a cohort effect. In other words, it is possible that the 1997-98 cohort of 4th, 8th, and 10th grade students differed in

qualitative ways from the current cohort of students. Overall state trends in performance do not support this contention. However, the low performing schools, those designated as inadequate, constitute a select sample of schools whose performance is not representative of the general population.

Eight schools were officially designated as "inadequate" in 1998-99 (two schools were low performing in all four subject areas in one grade but because they serve K-12 they were not designated as inadequate.) This is in contrast to 23 schools in 1997-98. Furthermore, five schools were designated for a second consecutive year and 8 schools went from being "inadequate" to scoring above the inadequate criterion in every subject area. Differences in performance between schools that were inadequate in 1997-98 but were adequate in every subject area in 1998-99 (group 1, n=7; one school was excluded because of too few students were tested), schools performing inadequately in all four subject areas for the first time in 1998-99 (group 2, n=3), and between schools designated as inadequate for two consecutive years (group 3, n=5) were explored.

Exploratory analysis of variance tests and Tukey multiple comparison tests were conducted to identify any differences between groups in terms of changes in mean normal curve equivalent scores (NCE), changes in the percentages of students in the lowest national quarter, and changes in the percentages of students scoring above the 50th percentile. Change or gain scores were calculated from 1996 to 1997, 1997 to 1998, and from 1996 to 1998.

There are significant limitations that must be considered when comparing these groups of schools. First, the number of schools that are being compared is very small. Second, the dependent measures used in these analyses (gain/change scores in mean NCE and percent changes) are highly correlated. Because of this high correlation a multiple analysis of variance test might have been conducted prior to addressing univariate differences. Given the descriptive nature of these analyses, this step was not taken. Because of these limitations, and others, findings should be interpreted with caution.

Several patterns do seem to emerge from this set of analyses. First, the most typical difference was greater movement of students out of the lowest national quarter and above the 50th percentile among schools that were designated as inadequate in 1997 but not in 1998 (group 1.) This pattern is expected given our designation rules. Additionally, this same group of schools tended to show greater movement into the lowest national quarter from 1996 to 1997. Schools that were designated for the first time in 1998-99 (group 2) and schools designated as inadequate for two consecutive years (group 3) exhibited flatter movement across the years.

It is especially important to note that no significant difference in gain scores (changes in NCE's or percentage scores) were found between the groups of schools across the entire three-year period (See Figures 5a, 5b & 5c.) Taken together, these patterns of movement may suggest that the schools designated as inadequate in 1997 but not in 1998 may have been victim to a "poor" cohort of students in 1997. In other words, if performance is considered across the entire three-year period, there was little change in

performance among schools and between groups of schools. However, as seen in Figures 5a and 5b, there was an uncharacteristic dip in overall NCE performance among group (1) schools and an uncharacteristic increase in the percentage of students in the lowest national quarter in 1997 supporting a possible cohort effect.

Figure 5a. Three-Year Trend in the Total NCE TerraNova Score by Group Type.

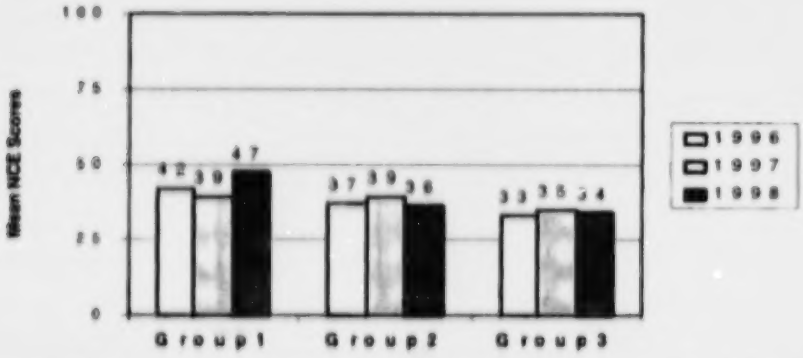


Figure 5b. Three-Year Trend in Percentage of Students Scoring in the Lowest National Quarter by Group Type.

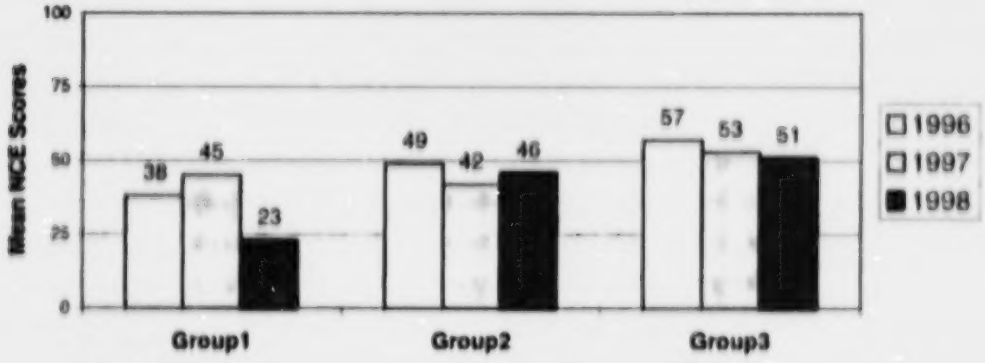
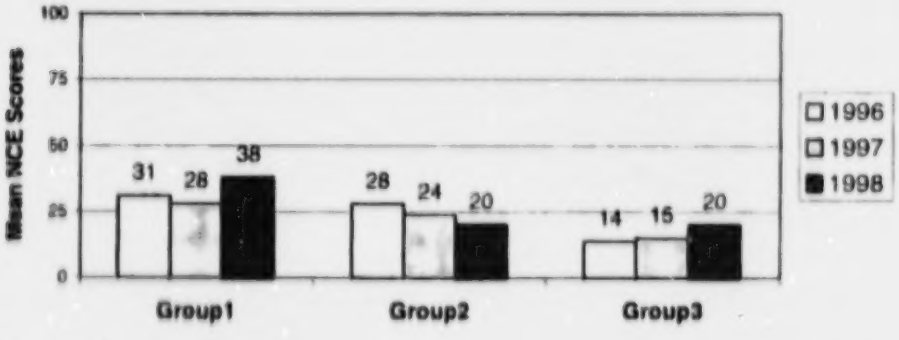


Figure 5c. Three-Year Trend in Percentage of Students Scoring above the 50th Percentile by Group Type.



Student Characteristics and TerraNova Performance

The above discussions were designed to complement information pertaining to TerraNova performance at the state and district level with a more narrowed focus on schools. It is also important to look at specific characteristics of our student population and how those characteristics are related to TerraNova performance. The following description of student characteristics and TerraNova performance is provided at the state level only.

As part of the TerraNova administration process, a variety of information was collected at the student level. This included student gender, race/ethnicity, socioeconomic status, student classification (e.g. English Language Learner), migrant status, Title I status, previous years within the school district, and participation in the Nevada Class-Size Reduction Program. For each of these student level characteristics there were instances of missing information or miscoded information. We have eliminated those cases from performance descriptions and comparisons. All comparisons in this section refer specifically to the 1998-99 academic school year.

In Table 5, the number of students tested under regular conditions, special conditions, and students that were not tested categorized by gender, race/ethnicity, socio-economic status, student classification, migrant status, Title I status, years in school district, and participation in class size reduction is presented.

Several things pertaining to Table 5 are worth noting. The number of migrant students across grades is very small. Because of this, comparisons in performance based on migrant status will not be made. In addition, based on coded student information a large number of "regular" students were tested under special conditions. Other coded information at our disposal suggests that these students were not actually tested under special conditions but that the information pertaining to testing conditions among these students was miscoded. This highlights the need for careful coding of information by district and school level personnel. As discussed in the administration manuals for state TerraNova testing, students are only asked to code their race/ethnicity. School and district personnel are instructed to complete the other special codes. Coding mistakes should be a reminder that judgements can only be made on the basis of information that is collected and confidence in these judgements is affected by the reliability of the collected information. Finally, it should be noted that students classified as having low socio-economic status are done so on the basis of receiving free or reduced lunch.

Table 5. Demographic Breakdown of Students Participating in Statewide TerraNova Testing by Grade Level and Testing Condition.

Student Characteristics	4th Grade			8th Grade			10th Grade		
	Reg. Cond	Spec. Cond	Did Not Test	Reg. Cond	Spec. Cond	Did Not Test	Reg. Cond	Spec. Cond	Did Not Test
Gender									
Females	11531	376	854	10474	373	617	9483	314	686
Males	11144	701	1050	10364	624	836	9837	452	949
Race/Ethnicity									
African American	2464	168	103	1927	168	101	1815	56	148
American Indian	488	21	13	490	13	24	398	7	14
Asian	1202	31	63	1061	22	62	1104	43	64
Hispanic	3957	341	1368	3484	364	734	3071	404	485
White	14323	507	276	13438	398	386	12406	250	582
Socioeconomic Status									
High SES	13939	437	474	14147	398	505	16465	693	1268
Low SES	8093	0	1344	5852	0	872	1014	0	158
Title1 Status									
No	15067	608	448	12883	253	416	17784	754	1403
Yes	4131	276	584	1842	267	272	36	0	3
Migrant Status									
No	22412	1058	1808	20419	965	1388	17742	760	1320
Yes	33	3	12	11	1	5	18	0	4
Student Classification									
Regular	21115	642	291	19314	581	479	17082	262	981
LEP	952	237	1256	543	259	719	440	389	348
IEP	371	182	248	615	137	196	580	112	109
504 Plan	28	2	3	25	0	1	16	0	4
Class Size Reduction									
No	3192	168	485	7572	393	412			
First Grade Only	310	6	33	141	4	10			
Second Grade Only	1760	100	210	1022	53	35			
Both Grades	17044	781	1068	11478	525	260			
Years in District									
New student	1806	104	304	1483	68	249	1368	129	180
1-year	1842	102	263	1403	70	162	1451	89	122
2-years	1803	87	211	1341	65	148	1082	75	116
3-years	6266	261	348	1248	55	108	1057	68	85
4-years	9843	394	577	1261	80	85	1052	51	82
5-years	639	73	62	1157	62	56	982	47	49
6-years	109	27	30	1200	55	48	790	23	56
7-years				4342	107	134	807	27	43
8-years				6332	322	250	951	51	54
9+ -years				507	71	49	8558	180	406

Regular = student without an exemption LEP = English Language Learner IEP = Program for Special Education

Student Characteristics

Gender. In Figures 6a, 6b, and 6c gender differences by subject area are presented for 4th grade students, 8th grade students, and 10th grade students, respectively.

Figure 6a. 4th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent.

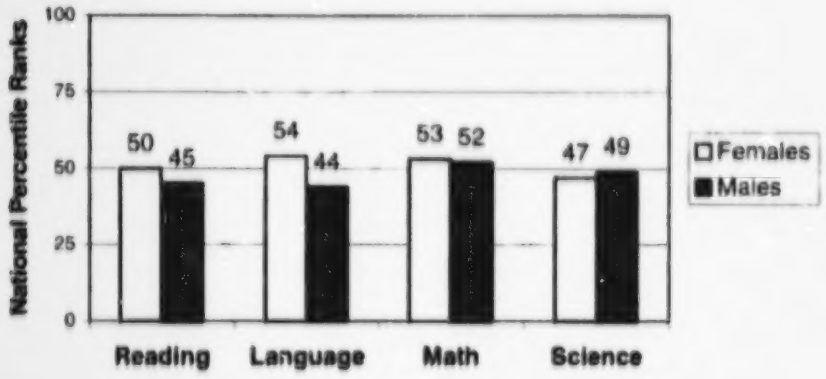


Figure 6b. 8th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent.

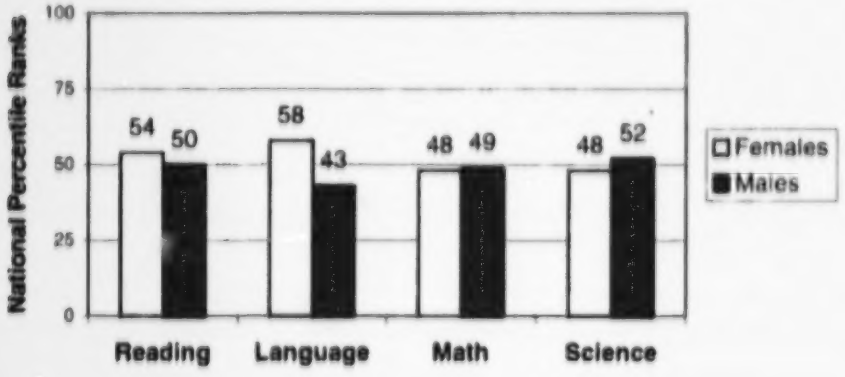
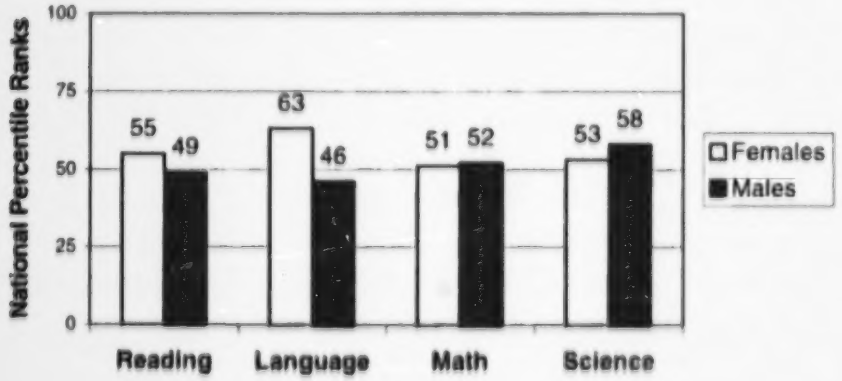


Figure 6c. 10th Grade Students by Gender: Differences in the National Percentile of the Mean Normal Curve Equivalent.



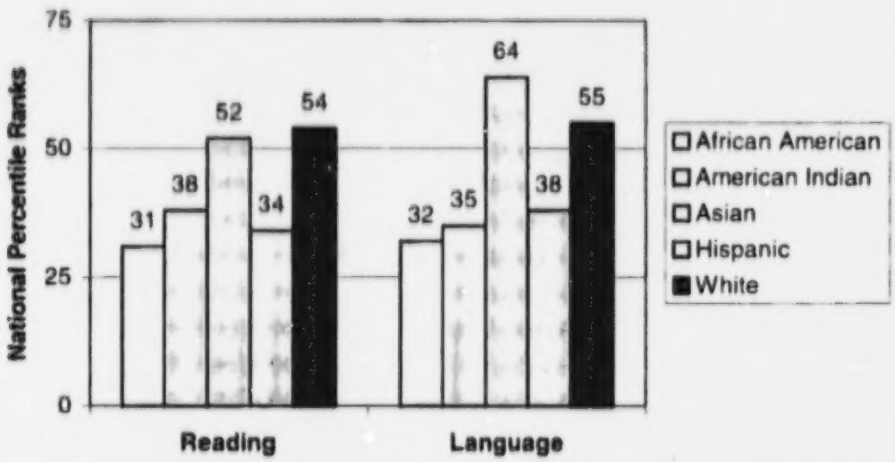
As depicted in Figure 6a, fourth grade girls outperformed their male counterparts in each subject area with the exception of science. Although the difference in math performance was small, this is a change from the past academic years when boys outperformed girls in the area of math.

In 8th grade (See Figure 6b), girls outperformed boys in reading and language and boys outperformed girls in math and science. Differences in math performance were again relatively small.

In 10th grade Girls again outperformed boys in the areas of reading and language but showed lesser performance than boys in math and science (See Figure 6c.) Among all boys and girls it appears that a moderate gap in performance in language, reading, and science was present but the math performance gap was less pronounced.

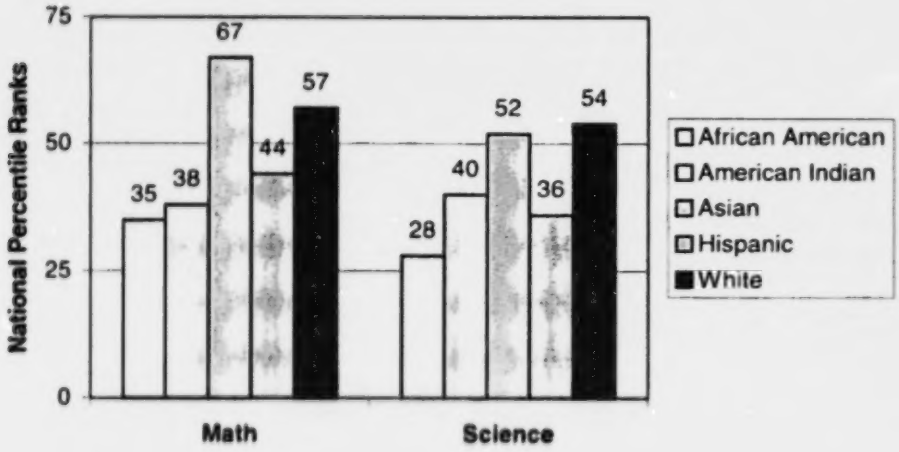
Race/Ethnicity. Consistent differences in performance were found for when considering race/ethnicity. For 4th grade students, Figure 7a shows race/ethnicity differences in performances in reading and language and figure 7b presents differences in math and science.

Figure 7a. 4th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language.



As depicted in Figures 7a and 7b, fourth grade students whose race/ethnicity is Asian/Pacific Islander demonstrated the highest level of achievement in language and math. They were second only to White students in reading and science. There was a substantial performance difference between these two groups of students and the remaining minority students in each subject area. African American students had the lowest performance of any group in every subject area.

Figure 7b. 4th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science.



In 8th grade, Asian students and White students outperformed the other race/ethnicity groups in each subject area. Asians exhibited the highest performance in language and math but the gap between their performance and White performance in these areas lessened in comparison with 4th grade differences. African American students were the lowest performing group in every subject area (See Figures 8a & 8b.)

Figure 8a. 8th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language.

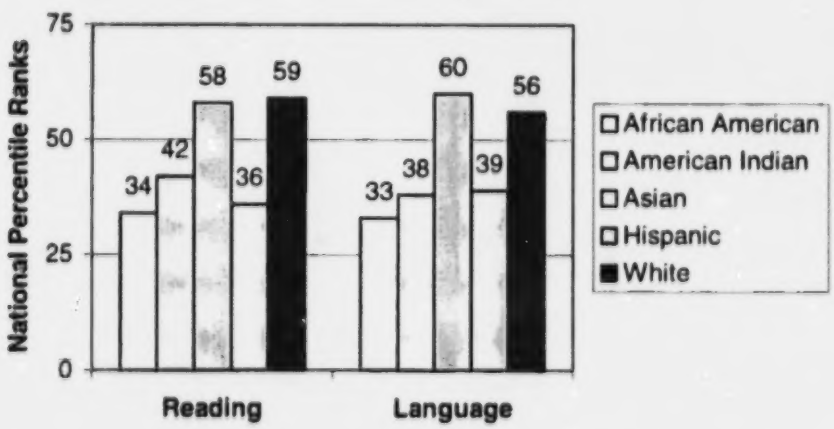
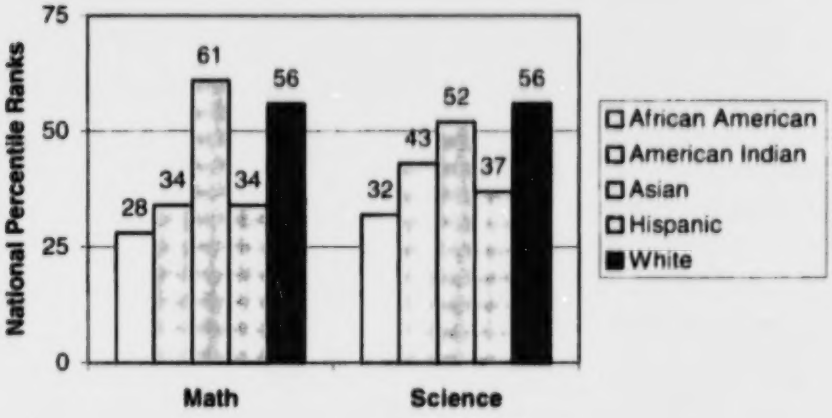


Figure 8b. 8th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science.



Turning to 10th grade performance (See Figures 9a & 9b), the consistencies observed in 4th grade and 8th grade were repeated. Asian and White students outperformed their counterparts in each subject area. Asian students exhibited the greatest performance in language and math and African American students had the lowest performance in every subject area.

Figure 9a. 10th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Reading and Language.

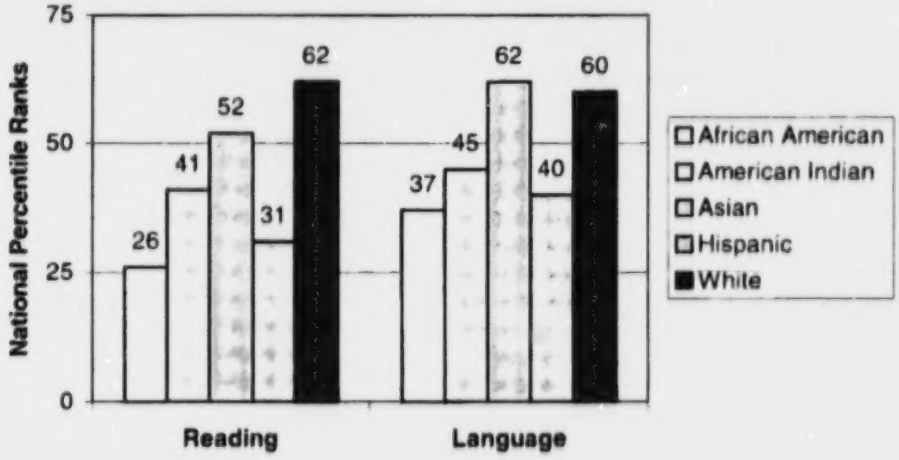
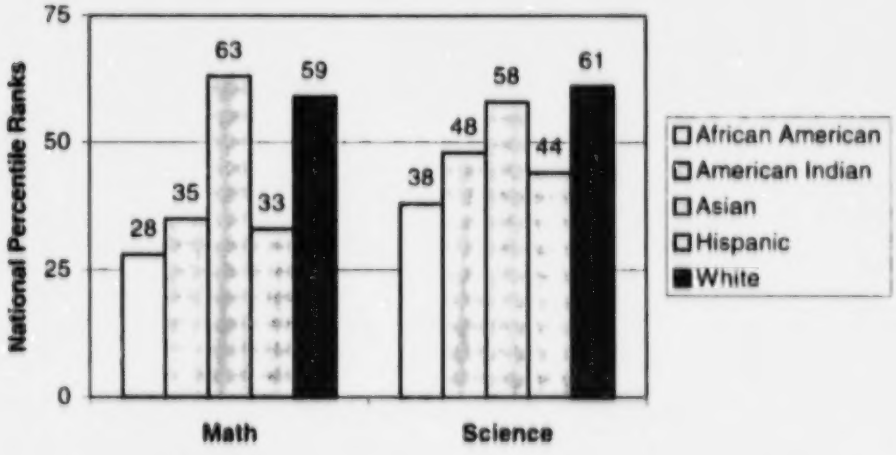


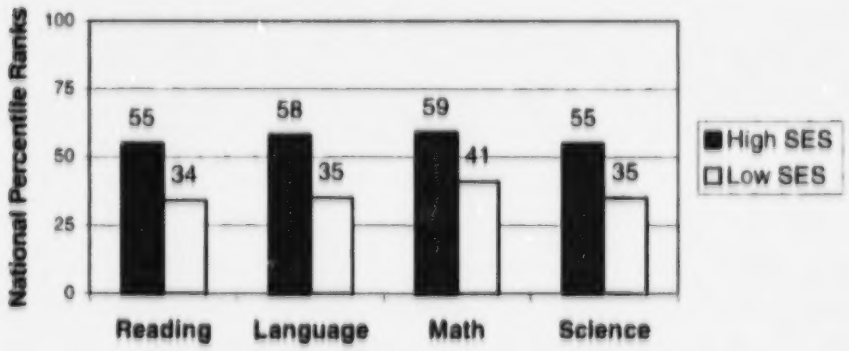
Figure 9b. 10th Grade Students by Race/Ethnicity: Differences in the National Percentile of the Mean Normal Curve Equivalent in Math and Science.



Socio-Economic Status. Socio-Economic Status (SES) was operationally defined as high or low based on student's receipt of free or reduced lunch. Children who received free and reduced lunch were classified as having low SES and children who do not qualify were classified as having high SES.

As seen in Figure 10a, there appears to be a substantial difference in performance among 4th grade students based on SES in each subject area. Across subject areas there was an average difference in performance that was just greater than 20 percentile points with low SES students performing more poorly.

Figure 10a. 4th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent.



Among 8th grade students (See Figure 10b), the gap in performance between students with low SES and students with higher SES remained substantial for each subject area (average gap was greater than 20 NP points.) Again, low SES students perform more poorly in each subject area. For 10th grade students the gap remained substantial but lessened somewhat in the areas of language and science (Figure 10c.)

Figure 10b. 8th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent.

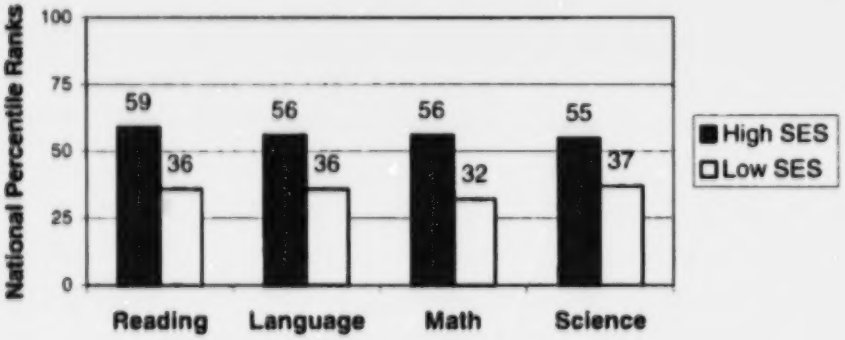
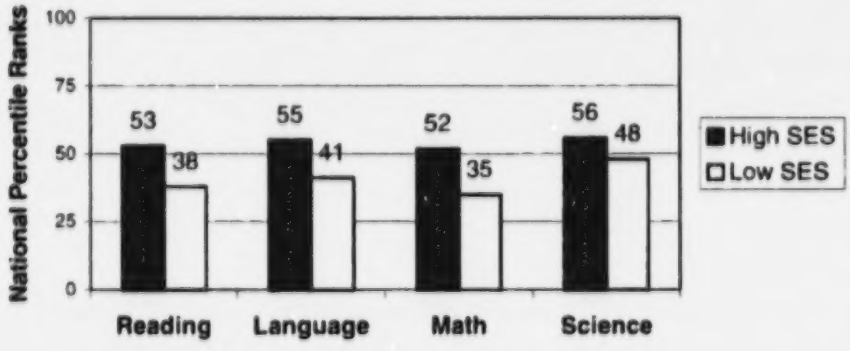


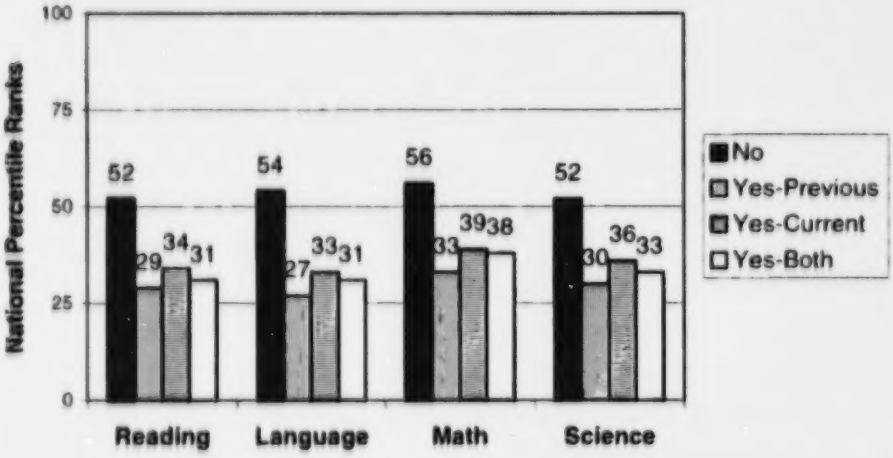
Figure 10c. 10th Grade Students by Socio-Economic Status: Differences in the National Percentile of the Mean Normal Curve Equivalent.



It is possible that the difference in performance based on SES does not diminish with age as the figures might suggest. The current definition of SES probably underestimates levels of poverty among 8th grade students and especially among 10th grade students. As seen in Table 4, the percentage of students with low SES diminishes at each grade level and this is certainly a function of the definition of SES and not reflective of economic trends. Unfortunately, traditional indicators of SES such as parental income and employment status that could help address this change in performance gap with age or grade of student were not available. It should be stated that even if the gap does lessen with age, it is still substantial in the 10th grade.

Title I Status. One close proxy to SES is Title I status. A school's eligibility for Title I services is based on the percentage of students living in poverty. However, Title I services are received less frequently in middle and high school because the overriding philosophy guiding Title I service is one of prevention. Only data for 4th and 8th grade students are presented because of the small numbers of 10th grade students receiving Title I service. For comparative purposes, distinctions were made between students who had received Title I services in the previous year only, the current year only, both years, and students who had not received Title I services.

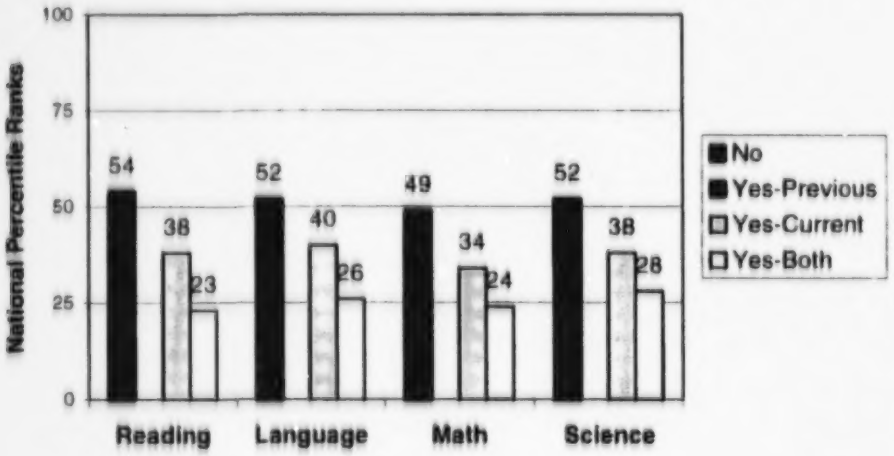
Figure 11a. 4th Grade Students by Title I Status: Differences in National Percentile of the Mean Normal Curve Equivalent.



As seen in Figure 11a, among 4th grade students there appears to be a substantial gap in performance between students who receive or have previously received Title I service and students who have not. This difference in performance remained fairly constant across subject area with students who received Title I service performing worse. There does not seem to be much difference among the Title I distinctions. It should be noted that the relative difference in performance based on Title I status for 4th grade students is very similar to the gap in performance observed when looking at SES differences.

For 8th grade students, a substantial gap in performance was again observed that mirrors performance among 4th grade students when considering Title I status. With 8th grade students, it also appears that students who received Title I service in both the current and previous year performed more poorly than students who were receiving service currently but not in the past. There were too few students in the "previous year only" category to include them in the comparison (See Figure 11b.)

Figure 11b. 8th Grade Students by Title I Status: Differences in National Percentile of the Mean Normal Curve Equivalent.



Previous Years within the School District. It would seem that a student in the 4th grade could only have 4 previous years of experience within the school district at the maximum. However, in parts of the state pre-kindergarten programs are offered that if attended would count as experience in the district. These programs are available for children disadvantaged because of economic status.

In Figures 12a through 12d two basic shifts in performance are evident. Fourth grade students who were new to the school district performed more poorly than did students who had some years of experience in the school district. In addition, students with 5 and 6 years of experience performed more poorly than did children with fewer years of experience including students new to the school district. At first glance this may appear difficult to explain. However, the children categorized as having 5 and 6 years of experience were children who participated in the pre-kindergarten programs.

Figure 12a. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading.

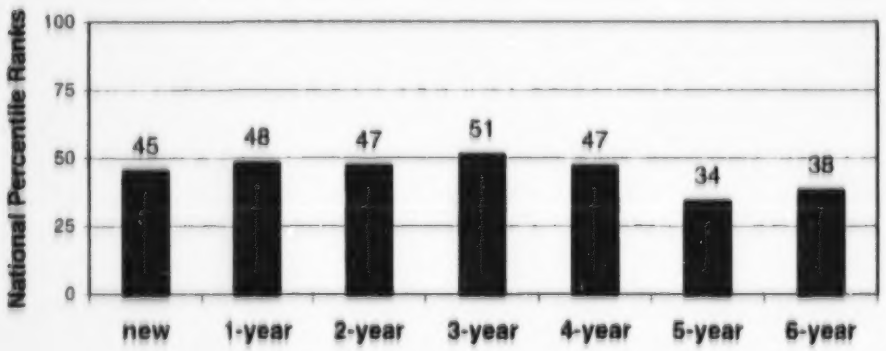


Figure 12b. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language.

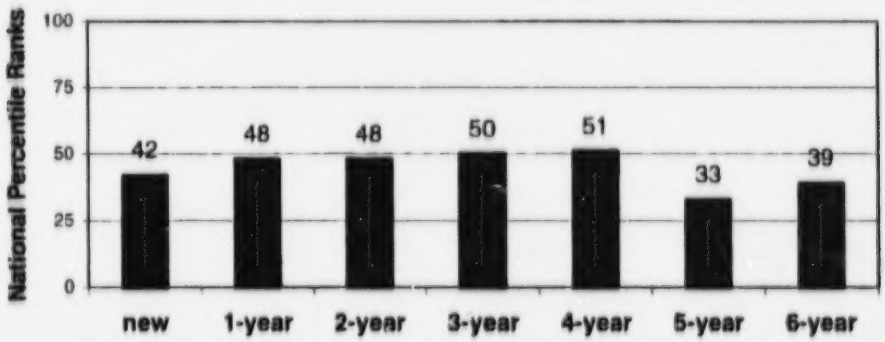


Figure 12c. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Math.

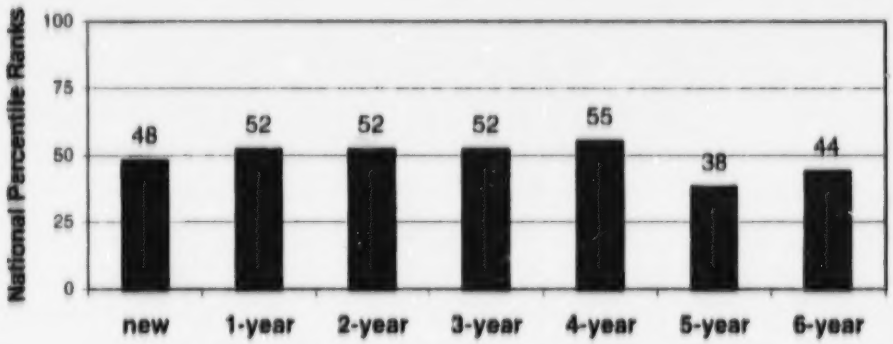
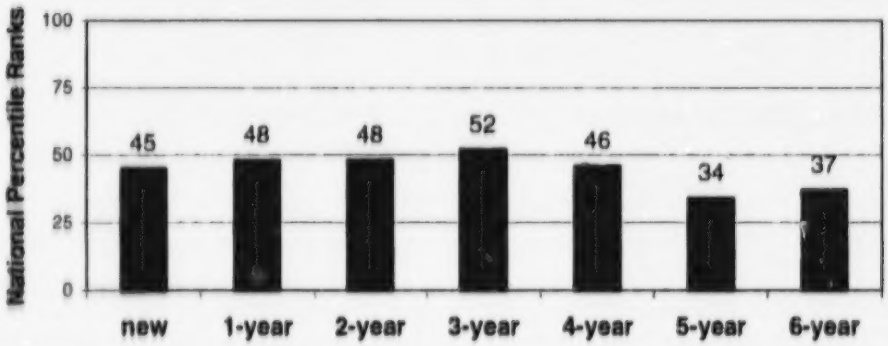


Figure 12d. 4th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science.



Inasmuch as economic disadvantage is an eligibility requirement for these programs, 5 and 6 years of experience among 4th grade students may be an additional proxy variable supporting the previous finding that SES is related to student performance. This difference in performance at the 4th grade level was observed in every subject area.

Among 8th grade students, year's experience within the school district may again constitute a proxy for SES. Students were coded as being new to the district or as having 1 to 8 or 9+ years of previous experience in the school district. For 8th grade students, the 9+ years of experience category can be used as a proxy for economic disadvantage. Scores for 8th grade performance by experience in school district are presented in Figures 13a through 13d.

In reading, language, and math there was a tendency for better performance as years of experience increased up to 8 years. The pattern in reading and language was flat initially, but at about 5 years of experience scores increased. In math there was more of a steady increase across the years and with science there does not appear to be much change based on years of experience (up to 8 years of experience.) For every subject, students with 9+ years of experience exhibited substantially lower scores. On average, performance among this group was 13 or more national percentile points lower than that of other students with fewer years of experience. It should be noted that for 8th grade students, in contrast to 4th grade students, being a new student was not predictive of lower performance.

Figure 13a. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading.

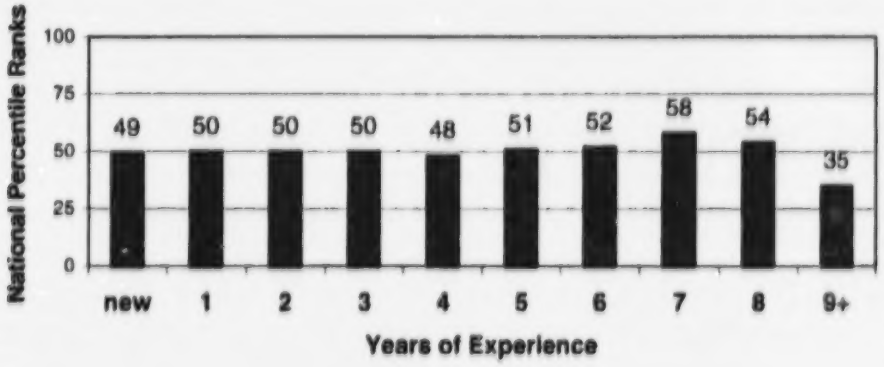


Figure 13b. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language.

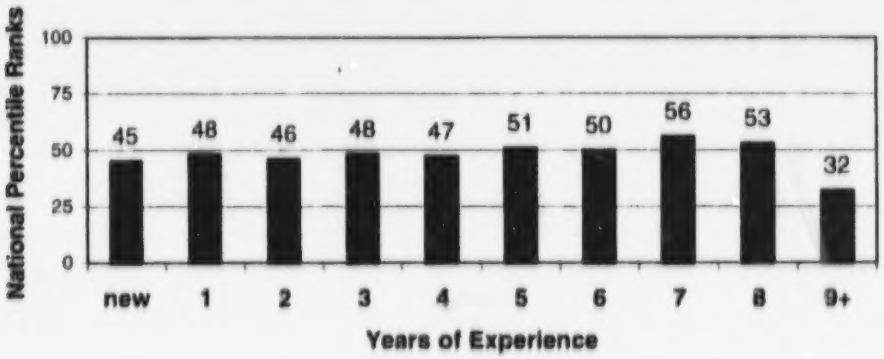


Figure 13c. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Math.

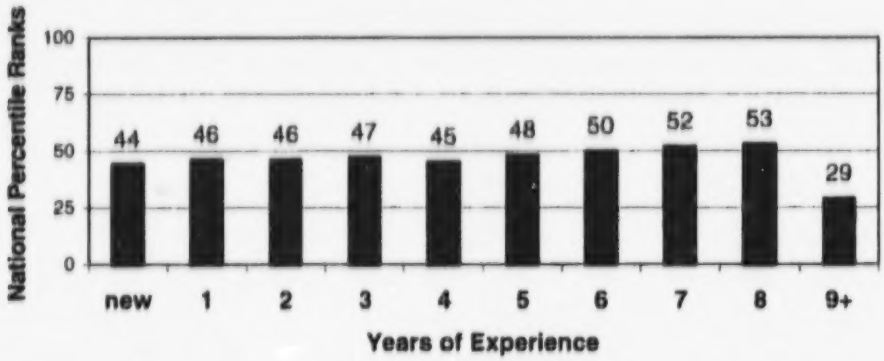
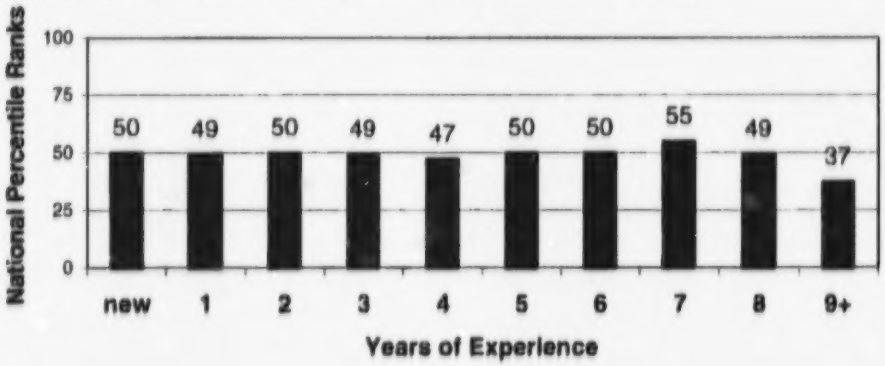


Figure 13d. 8th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science.



For 10th grade students, knowledge of experience for up to 9+ years in the school district was also available. Unfortunately, any proxy for SES was washed out in this instance since children with 9, 10, or 11 years of experience may or may not come from economically disadvantaged families. Differences in performance as related to years of experience for 10th grade students are presented in Figures 14a through 14d.

Figure 14a. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Reading.

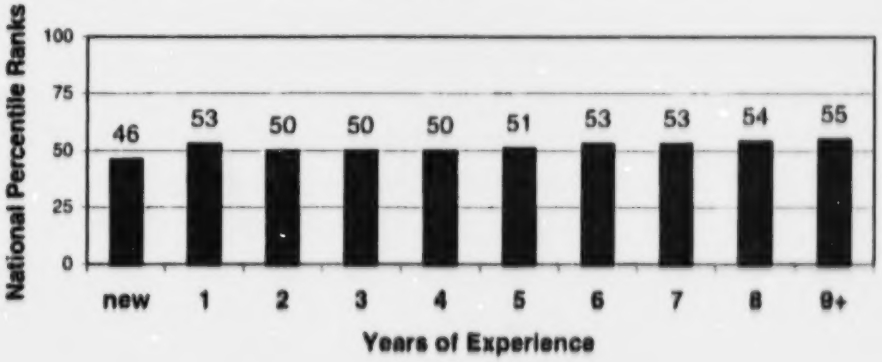
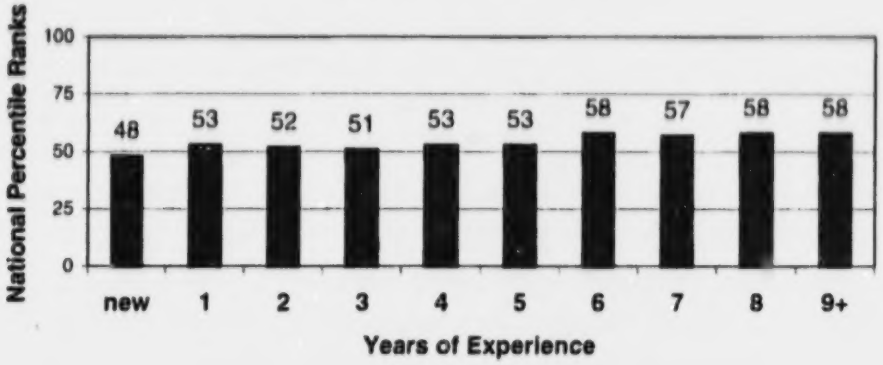


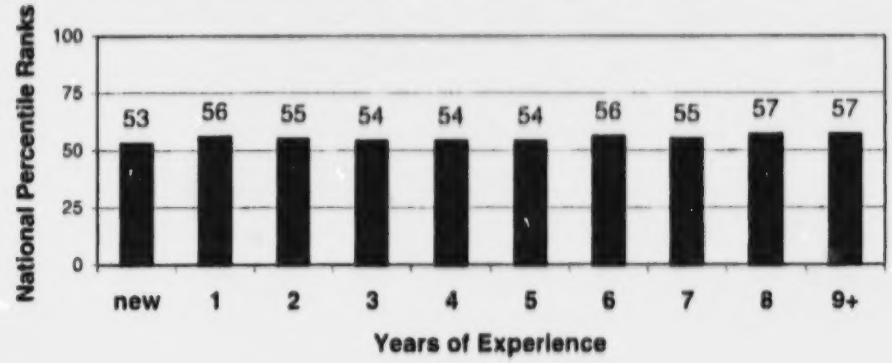
Figure 14b. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Language.



In 10th grade as in 4th grade, new student status was associated with lower test performance in each subject area. This discrepancy in performance was smallest in science. It also appears that for reading, language, and math, as years of experience within the school district increased test performance improved. This overall trend was also observed with science but was less pronounced. Student transience might be the most probable explanation for lower performance among new students to the extent that "new" student status is an indicator of transience.

Figure 14c. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Math.

Figure 14d. 10th Grade Students by Years in School District: Differences in National Percentile of the Mean Normal Curve Equivalent for Science.



Class Size Reduction. Data related to CSR were only available for 4th and 8th grade students. This was the first academic school year in which CSR participation was available for 8th grade students.

As shown in Figure 15a, across subject areas it appears that a small decrease in performance was associated with not having participated in CSR. In language and math the decrease was greater.

Figure 15a. 4th Grade Students by Class Size Reduction: Differences in National Percentile of the Mean Normal Curve Equivalent.

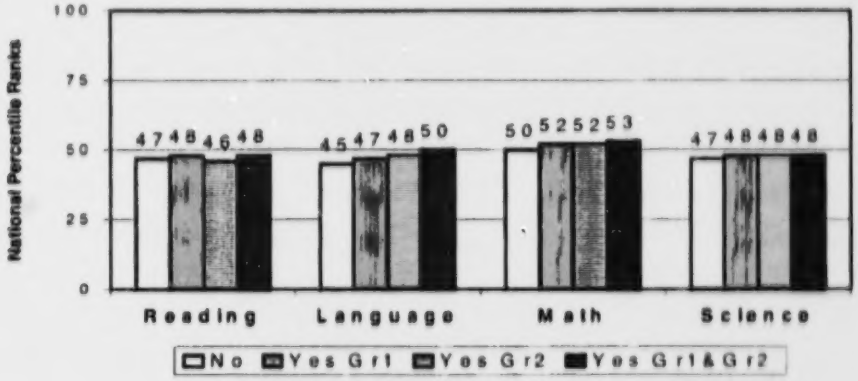
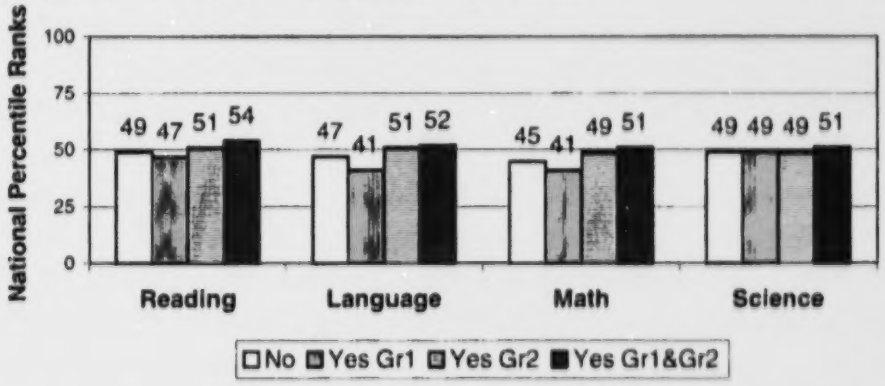


Figure 15b. 8th Grade Students by Class Size Reduction: Differences in National Percentile of the Mean Normal Curve Equivalent.



For 8th grade students (See Figure 15b) the relationship was less clear. Overall it looked as if participation in CSR had a positive influence on test performance. However, this was true in reading, language, and math and only for students who had participated in CSR in the second grade. There was actually a decrease in performance for students only participating in CSR during the first grade in comparison to students with no CSR experience. In science there was a relatively small increase in performance among students who had participated in CSR in both first and second grades in comparison to students with only one year of CSR experience and no experience at all.

The lower performance among 8th grade students with CSR experience in the first grade only may seem counterintuitive. Among 4th grade students, CSR experience in the first grade only was also indicative of lower performance in comparison to students with CSR experience in the second grade. It is possible that students who participated in CSR

in the first grade only but who had returned to the district in the 4th or 8th grade (sometime after 2nd grade) have a history of transience. As described above, transience was also considered as an explanation for poor performance among students new to a school district.

Student Classification. The last student characteristic considered in association with test performance was **student classification**. Students were classified into one of four categories including "regular" student (students not classified as LEP, IEP, or 504 Plan), LEP student (students with limited English proficiency), IEP student (students having an Individualized Education Plan), and 504 Plan Student (students not identified as Special Education students but still requiring some special assistance.) Because of the limited number of students identified as having a 504 Plan, no comparisons were made considering this distinction. All students included in these comparisons were tested under "regular" classroom conditions or with permissible accommodations.

Figure 16a. 4th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent.

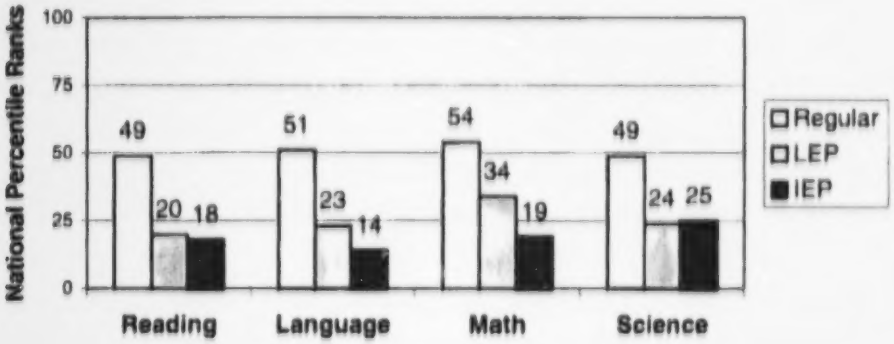
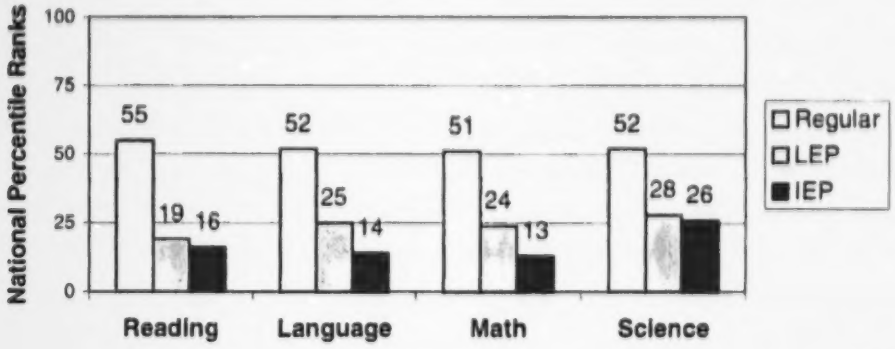


Figure 16b. 8th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent.



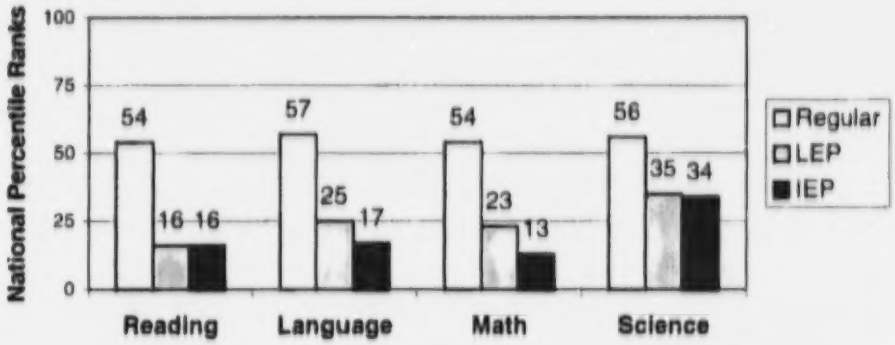
For 4th grade students (See Figure 16a), there was a relatively large difference in performance across subject areas with students being classified as LEP and IEP

exhibiting poorer performance than students classified as "regular." Furthermore, in both language and math, students classified as LEP substantially outperformed their IEP counterparts. The difference in performance between LEP and IEP students was minimal in reading and science.

For 8th grade students (See Figure 16b), the pattern of differences was very similar to that observed among 4th grade students. A substantial difference in performance across subject areas with "regular" students outperforming LEP and IEP students was again observed. LEP students also outperformed IEP students in each subject area with substantial differences occurring in language and math.

Among 10th grade students, the pattern of differences was again very similar. There was a substantial difference in performance with "regular" students fairing better than either LEP or IEP students. Differences in performance between LEP and IEP students were again observed; however, these differences were less pronounced in 10th grade.

Figure 16c. 10th Grade Students by Student Classification: Differences in National Percentile of the Mean Normal Curve Equivalent.



Many comparisons of test performance based upon student characteristics have been provided above. It is important to note that because the state of Nevada requires that all students in grades 4, 8, and 10 attending public schools be assessed using the TerraNova examination, the above comparisons provide "real" population differences in performance.

Although there is no need to note statistical differences when looking at population data, in the comparisons provided thus far, some substantive differences have been noted. For example, the differences based on gender may be "real" population differences but the gaps in performance were not substantively great. Girls did outperform boys in math in the 4th grade and the "math" gap at each grade was relatively small. This might indicate a positive change in performance and student/teacher expectations different from the typical expectation that boys do better than girls in math.

Substantive differences in performance were observed across subjects and grades when looking at race/ethnicity, SES, and Title I status. It is probable that economic disadvantage lies at the heart of each of these differences. Further supporting evidence for the association between SES and test performance was garnered through comparisons looking at years of experience within the school district.

Differences associated with student classification (regular, LEP, IEP) were substantial. It may seem sensible that such a gap in performance would be observed between students representing these groups but we must remember that all these students were tested under valid normative conditions. Unless a student's individualized educational plan (IEP) clearly specifies the need for special testing conditions or exemption from testing, a student should be tested under normative conditions. If a student's IEP does not address specific testing accommodations or an exemption, this implies that the student has access to the same educational opportunities and is essentially capable of the same level of achievement. We might accept some difference in performance between "regular" students and LEP and IEP students because of the barriers faced by these latter groups of students but we shouldn't accept the substantive differences observed in the 1998-99 school year.

Although there is no need to apply statistical methods to describe population differences, we were interested in the relative importance of student characteristics as related to test performance. For example, to what extent can race/ethnicity explain the variance in test performance among Nevada students; or is there a significant relationship between race/ethnicity and test performance when we control for SES? To address questions of this nature we conducted statistical comparisons using student level data and school level data. For the student level and school level statistical comparisons we relied heavily on multiple regression equations to predict test performance. For school level analyses we were not limited by the student characteristic information collected as part of TerraNova administration but were able to combine TerraNova performance in 1998-99 with school characteristics for 1996-97. For both student and school level analyses, all comparisons addressed differences in mean normal curve equivalent scores (NCE.)

Statistical Comparisons of Student and Schoolwide Characteristics

Through statistical analyses, an attempt was made to identify the relative importance of several student characteristics in explaining differences in mean normal curve equivalent scores (NCE.) Of primary interest was the possible influence of socio-economic status (SES), student race/ethnicity (race), student gender, and student participation in class size reduction (CSR.) To begin, two separate sets of stepwise multiple regression analyses were conducted. In the first set, student level reading, language, math, and science NCE scores were predicted from SES, race, and student gender at each grade level. In the second set, student NCE scores in each subject were predicted from SES, race, and CSR at grades 4 and 8. CSR and gender were not used as predictor variables within the same equations since there was no expectation that these two factors would be related.

Set I Analyses

Reading. For 4th grade students, we found that SES, race, and gender were significant predictors of reading performance. Together the variables accounted for just less than 10% of the variance in reading performance. SES accounted for the greatest amount of explained variance (7.6%), followed by race (1.8%) and gender (.5%.) This same pattern of influence was found for 8th grade students. However, for 8th grade students less than 9% of the variance in reading performance was accounted for by the inclusion of these three predictors. In 10th grade SES failed to be a significant predictor of reading performance. Both race and gender were significant predictors. In total, the two variables accounted for just greater than 5% of the variance in reading performance.

Language. For language performance a somewhat different pattern of results emerged. At all three grades SES, race, and gender were significant predictors of language performance accounting for between 7.0% and 10.0% of the total variance in scores. Among 4th and 8th grade students SES accounted for 6.6% of the variance among 4th grade students and 4.6% of the variance among 8th grade students. Gender accounted for an additional 1.7% of the variance among 4th grade students and 3.9% of the variance among 8th grade students. Race accounted for less than 1% of explained variance in each instance. Among 10th grade students, gender accounted for 5% of the variance followed by race (2.2%) and SES (less than 1% of the variance.)

Math. Patterns of influence on math performance were similar to that found for reading performance. Among 4th and 8th grade students SES, race, and gender were significant predictors of math performance. In each case SES accounted for just less than 5% of the variance in math performance. Although statistically significant, among 4th grade students, race and gender accounted for less than a 1% increase in explained variance. For 8th grade students, race explained 1.4% of the variance and gender explained less than 1% of the variance in math scores. For 10th grade students SES was not a significant predictor of math performance. Race and gender were both significant predictors accounting for more than 3% of the variance in math scores. In this instance race was the stronger predictor.

Science. Among 4th and 8th grade students, the pattern of influence on science performance was very similar to that of math and reading. SES, race, and gender were all significant predictors accounting for just less than 9.0% of the total variance in science scores. SES accounted for 6.9% of the variance among 4th grade students and 5.3% of the variance among 8th grade students. Race accounted for an additional 1.6 % of the variance in science scores among 4th grade students and 2.4% of the variance among 8th grade students. In each instance, gender accounted for less than 1% of explained variance. For 10th grade students, just less than 5% of the variance in science performance was accounted for by race, gender, and SES in combination. Race accounted for 3.6% of the variance. Both gender and SES accounted for less than 1% of explained variance in science scores.

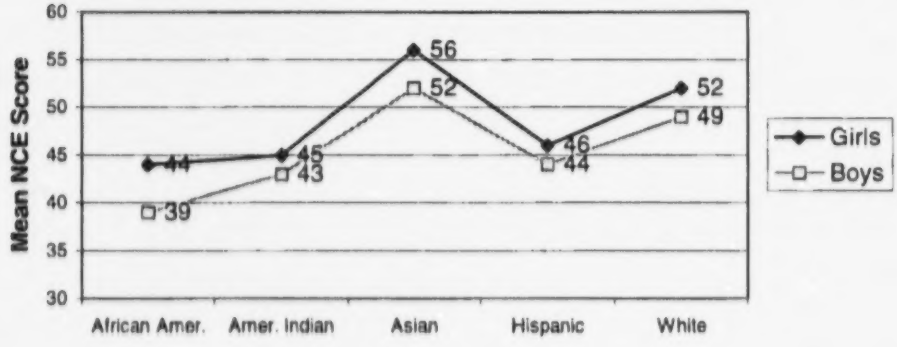
There does seem to be some consistency regarding the influence of SES, race, and gender on reading, language, math, and science performance. In both 4th and 8th grade, all three factors were significantly related to academic performance. SES often had the greatest influence followed by race and gender. By the 10th grade SES no longer significantly influenced overall test performance. This was most likely a demographic characteristic reporting artifact and not a substantive change in the influence of poverty on test performance.

Because of the consistent influence of these factors, a decision was made to conduct several univariate analysis of variance tests to identify any possible interactions between the factors of interest. For these tests differences in the total mean normal curve equivalent score were explored. The total mean normal curve equivalent score is a composite score that sums across all TerraNova subject areas.

Differences among 4th grade students were first explored. As expected from the multiple regression equations, SES, race, and gender all had significant main effects on test performance. In addition to these main effects, a significant interactions between race and gender, and between race and SES were found. No other significant differences were found. We have graphed the interactions to aid in their interpretation (See Figures 17a & 17b.)

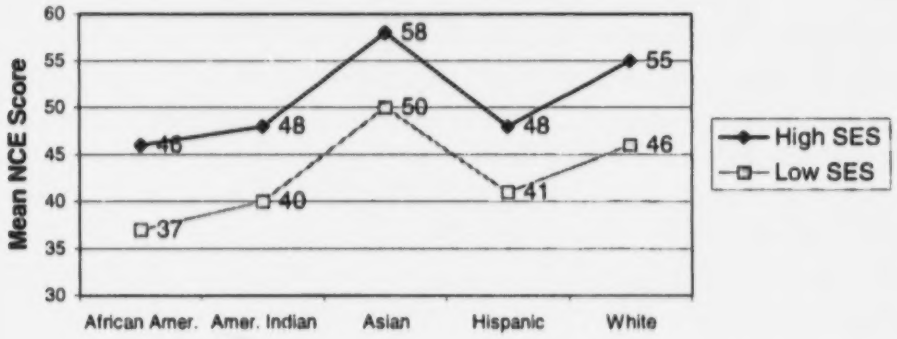
From figure 17a it appears that male/female differences in overall test performance were fairly constant among American Indians, Hispanics, and Whites with females outperforming males but that Asian and African American females outperformed their male counterparts to a greater extent.

Figure 17a. Interaction between gender and race/ethnicity on overall TerraNova Performance among 4th Grade Students.



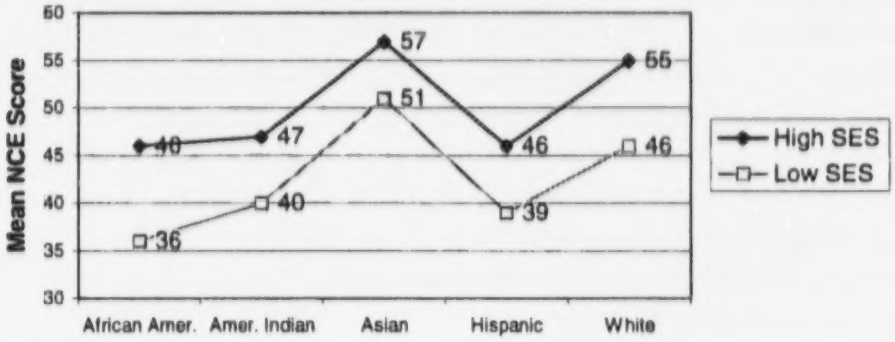
As seen in Figure 17b, for each race/ethnic group, students with low SES had poorer performance than students with higher SES. Although fairly constant across groups, the discrepancy was greatest among Whites and African Americans and smallest among Hispanics.

Figure 17b. Interaction between SES and race/ethnicity on overall TerraNova Performance among 4th Grade Students.



Among 8th grade students, significant main effects for each factor (SES, race, and gender) were found, as was the interaction between race and SES. As seen in Figure 17c, among 8th grade students, students with lower SES performed more poorly than students with higher SES regardless of race/ethnicity. However, the discrepancy in performance was greatest among Whites and African Americans. A similar analysis was conducted for 10th grade students but no interaction effects were found.

Figure 17c. Interaction between SES and race/ethnicity on overall TerraNova Performance among 8th Grade Students.



Returning to the multiple regression analyses, SES consistently had the greatest influence in test performance among 4th and 8th grade students. The presence of race and gender as significant factors in the regression equations and the identification of race by gender and race by SES interaction effects form the analysis of variance tests supports the claim that race and gender are both important factors to be considered when explaining differences in test performance. However, for all grades and for all subject areas, the amount of explained variance in test performance attributable to these factors is relatively small. In all cases, less than 10% of the variance in test performance is accountable by

knowledge of SES, race, and student gender. This means that greater than 90% of the variance in test scores were explained by other factors.

Set 2 Analyses

Set 2 analyses were identical to set 1 with two changes. Gender was excluded from the models and participation in class size reduction (CSR) was included. Note that for the purpose of these analyses CSR was recoded as a dichotomous variable to include students who had no CSR participation and students with some CSR participation. Also, analyses identifying the influence of CSR were not conducted for 10th grade students since this information was not available.

Reading. For 4th grade students, participation in CSR does not appear to be a significant factor affecting reading performance when SES and race were considered within the same regression equation. Together, SES and race accounted for just less than 10% of the explained variance with SES being the more influential factor. Among 8th grade students, CSR was a significant factor in addition to the influence of SES and race. However, CSR accounted for less than 1% of the explained variance in reading performance. Together SES and race accounted for just greater than 8% of the explained variance.

Language. CSR was a statistically significant predictor of language performance among both 4th and 8th grade students. Among 4th grade students the entire model, including SES first followed by race and CSR, accounted for just greater than 7% of the variance in scores. CSR, however, accounted for less than 1% of the explained variance. Among 8th grade students, the same pattern of influence was found with CSR uniquely accounting for less than 1% of the explained variance in language performance. For 8th grade students the entire model only accounted for 5.7% of the explained variance.

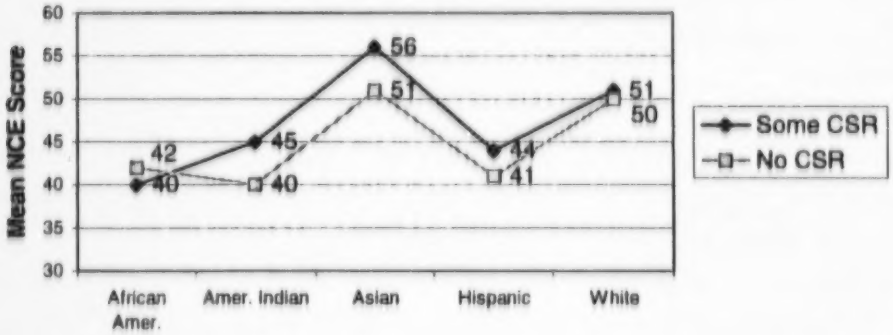
Math. As was the case for language performance, CSR was a significant predictor of math performance at both 4th and 8th grade. Among both 4th and 8th grade students, the model accounted for less than 6.5% of the explained variance in scores with CSR accounting for less than 1% of the explained variance.

Science. CSR did not prove to be a significant predictor of science performance in either 4th or 8th grade. At both grades, SES and race were significant predictors with SES having greater influence.

As occurred in set 1 analyses, there was some consistency regarding the influence of SES, race, and CSR. SES and race were significant predictors of performance in each subject. CSR was a significant predictor of reading, language, and math performance among 8th grade students and for language and math among 4th grade students. To identify possible interaction effects among SES, race, and CSR, univariate analysis of variance tests were conducted. Because of the consistency across subject areas, differences in the total composite TerraNova mean normal curve equivalent score (NCE) were compared.

Among 4th grade students, SES and race had significant main effects on test performance but no interaction effects were found. Among 8th grade students, main effects were found for SES, race, and CSR. In addition, significant interaction effects were found between SES and race, and between race and CSR (See Figure 18.)[4]

Figure 18. Interaction between CSR and race/ethnicity on overall TerraNova Performance among 8th Grade Students.



In Figure 18 a graphical representation of the interaction between race and CSR among 8th grade students is presented. In general, students who participated in CSR scored higher than students without any CSR participation. This was true for every race/ethnicity group with the exception of African Americans. For African Americans, greater performance was observed among students without CSR experience. We also observed that the effect of CSR experience on test performance was greatest among American Indian and Asian students. The effect was weakest among Whites.

As was the case with set 1 analyses, SES and race were consistently related to test performance. CSR does appear to have some impact but this impact was greater among older students and was not significant in science performance. We also noted that the expected effect of CSR was reversed among African American 8th grade students and was relatively weak among White students. As indicated by the regression equations, at the student level the majority of variance in test performance was unexplained. There are some intuitively obvious factors that might influence test performance. This would include factors such as teacher experience and the school environment. Unfortunately, access to this information at the student level is unavailable. However, access to these characteristics at the school level was available. Analyses of school level characteristics were considered next.

Schoolwide Characteristics

As part of the state education accountability process, each school district is required to produce accountability tables that reflect student characteristics, teacher characteristics, and general school characteristics. This annual report must be completed

[4] The interaction between race/ethnicity and SES among 8th grade students is not presented because of its redundancy with the presentations in Figures 17b & 17c.

by March 31 annually and includes school characteristic information collected during the previous academic school year. Because of this timeline, only 1996-97 school level characteristics are currently available. Therefore, in the description that follows, 1996-97 school level characteristics are used to predict test performance in the 1998-99 academic school year and only among elementary schools. Because TerraNova testing occurs during the fall of the school year it would be most appropriate to predict 1998-99 performance from 1997-98 school level characteristics. Therefore the current analyses should be viewed as descriptive and tentative and will be replicated and supplemented upon the availability of more current school level characteristics.

The accountability tables produced by individual school districts typically include national percentile scores for the school as a whole. Because of the ordinal nature of the percentile ranks, a decision was made to merge current 1998-99 school level *mean normal curve equivalent* scores for analysis purposes. Current student characteristics aggregated to the school level were also merged with the available accountability information. Aggregated student characteristics were scaled in terms of percentages of students (e.g. percentage of students with low SES.)

Two separate regression methods were used in predicting performance separately for reading, language, math, and science. First, a block design was used. In this design several variables are entered simultaneously as a block. Blocks of variables are then entered sequentially as long as the block significantly predicts performance. In the block design, 6 separate blocks were considered for entry in each equation including: block 1 = teacher degree and teacher experience, block 2 = student attendance rate and transience rate, block 3 = parent teacher conferences, student to counselor ratio, and size of 3rd grade classes, block 4 = percentage of English Second Language students and combined percentage of American Indian, Hispanic, and African American students, block 5 = percentage of students receiving free or reduced lunch (1998 SES indicator and 1996-97 school accountability free lunch figure), and block 6 = incidents involving student violence and alcohol/drug use.

The second regression design was a stepwise method in which individual variables were included based on their contribution to the prediction of performance. In this approach blocks of variables were not specified and variables were chosen for inclusion simply based on magnitude of influence. Results are presented by subject area, integrating results of both regression methods.

Reading. For reading performance among 4th grade students, five of the 6 blocks of variables were significant predictors accounting for just greater than 70% of the variance in reading performance. Only the block including violence and alcohol/drug use was excluded. This method alone does not provide information pertaining to the relative importance of each predictor block. When applying the stepwise regression method to reading performance 4 separate variables were significant and together accounted for just less than 70% of the variance. The combined percentage of American Indian, Hispanic and African American students ("minority students" excluding Asians) accounted for 61.4% of the variance in reading performance. This was followed by the percentage of

students with low SES (additional 5.2% of the variance), attendance rate (2% of the variance), and teaching experience (less than 1% of the variance.) These four variables represent 4 of the 6 variable blocks used in the first equation. From this, it can be assumed that the block including parent/teacher conferences, student/counselor ratio, and size of 3rd grade classrooms and the block including student violence and alcohol/drugs did not uniquely contribute to reading performance.

Language. For language performance the same 5 blocks were significant predictors of test performance and together accounted for 57% of the variance in scores. In the stepwise regression the 1996 SES indicator accounted for nearly 52% of the explained variance, followed by the average size of the 3rd grade classroom (3.6%), the 1998 SES indicator (1.8%) and incidents of student violence (1.2%.) For language performance it appears that SES was largely influential. In contrast to the pattern of results for reading performance, school environment issues significantly influenced language performance. Relatively speaking, teacher characteristics, student attendance and transience, and student race/ethnicity did not seem to uniquely influence language performance.

Math. The same 5 variable blocks predicted math performance. The blocks together accounted for just greater than 37% of the variance in math scores. In the stepwise equation the 1998 SES indicator accounted for 28% of the variance, followed by the average size of the 3rd grade classroom (additional 4.6% of the variance), percentage of "minority students" (1.7%), incidents involving student violence (2.1%), and percentage of ESL students (2%.) As was the case with language performance, SES had the greatest influence on math performance and school environment issues significantly impacted math performance. Math performance was also impacted by student race/ethnicity. Teacher characteristics and attendance/transience rate showed no unique influence on math performance.

Science. Again, the same 5 blocks of variables significantly predicted science performance, accounting for 71% of the explained variance in NCE scores. The percentage of "minority students" accounted for just greater than 66% of the variance in science performance. Student attendance rate accounted for an additional 3.1% of the explained variance. Teacher experience and the 1998 SES indicator, both of which accounted for less than 1% of the explained variance, followed. For the science model, school environment issues that impacted language and math performance did not emerge as significant predictors.

Taken as a whole, SES status and race/ethnicity were the two factors that had the greatest impact on student performance. As seen in the various models, other school characteristics contributed to the prediction of test performance but not to the extent observed for these two factors. The school level analyses demonstrated that SES had the greatest influence when considering language and math performance, while race/ethnicity had the greatest influence when considering reading and science. The most probable explanation is that both factors are significant and independent predictors of test performance but are also highly correlated. The student level interaction effects

presented earlier and the discrepant influence that was revealed in the school level regression equations lend support to the contention that the factors are independent predictors of performance. Additionally, at the school level it was found that the percentage of students who are "non-white--non-Asian" was highly correlated with the percentage of students who were low in SES (r = .77 for the 1998 SES indicator; and r = .82 for the 1996 SES indicator.) At the student level of analysis, a statistically significant association between race and SES was again found. Among 4th grade students who were "non-white--non-Asian", nearly 65% were categorized as having low SES. This was in contrast to 24.6% of Asian and White students when grouped together.

Conclusion

Within this report information has been presented that fulfills the mandated obligation to report norm referenced examination results for all 4th, 8th, and 10th grade students (NRS 389.015-.017.) Information was provided detailing performance among students tested under "regular" standardized testing conditions and students tested under "special" conditions. Information was also provided regarding students who were not tested.

Specific data was presented detailing statewide performance since the 1996-97 academic school year. Although there were some fluctuations in performance across the years, performance on TerraNova within the state of Nevada has remained fairly stable. At all three grades, statewide performance mirrors national norm group performance with 4th and 8th grade students performing very close to the national average and 10th grade students scoring just above the national average.

Performance within each school district was presented. There appears to be substantial variability between school districts in performance across subject areas; however, science performance was fairly stable between districts. In the presentation of district performance, an identification of objective performance mastery at the district and state level was offered.

Detailed information regarding school level test performance in the four general subject areas was presented. Criteria and tables were presented providing information regarding the state accountability and school designation process. Far fewer schools were identified as "inadequate" in 1998-99 in comparison to 1997-98.

Also presented were differences in performance as related to student characteristics. Differences in performance as a function of gender, race/ethnicity, SES, Title I status, years of experience in the school district, student classification, and participation in CSR were offered. More detailed statistical comparisons analyzing both student level and school level characteristics were provided. From these analyses, SES and race/ethnicity were identified as especially important variables to be considered in the explanation of differences in TerraNova test performance.

Appendix A. Percentage of Eligible Students Tested by School.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
CARSON CITY							
BORDEWICH BRAY	95	93	0	0	1	1	98.9
EMPIRE ELEM	84	80	0	1	3	0	100.0
FREMONT ELEM	104	102	0	0	2	0	100.0
FRITSCH ELEM	131	120	0	10	1	0	100.0
MARK TWAIN ELEM	94	94	0	0	0	0	100.0
SEELIGER ELEM	114	105	0	8	1	0	100.0
CARSON MIDDLE	381	370	0	2	9	0	100.0
EAGLE VALLEY	283	271	2	0	7	3	98.9
CARSON HIGH	615	559	0	7	23	26	95.6
CHURCHILL							
E C BEST ELEM	83	72	0	6	5	0	100.0
LAHONTAN ELEM	83	80	0	3	0	0	100.0
NORTHSIDE ELEM	83	81	0	2	0	0	100.0
NUMA ELEM	102	94	0	1	3	4	95.9
WEST END ELEM	56	46	0	10	0	0	100.0
CHURCHILL JR HS	369	344	0	10	2	13	96.4
CHURCHILL CNTY HS	357	323	0	3	0	31	91.2
CLARK							
ADAMS ELEM	81	68	12	0	1	0	100.0
ADCOCK ELEM	77	72	4	0	0	0	98.6
ALLEN, DEAN LAMAR	132	120	10	0	0	0	98.4
ANTONELLO ELEM	131	128	0	1	1	0	99.2
BARTLETT ELEM	164	149	13	0	0	0	98.7
BEATTY ELEM	119	112	0	3	3	2	99.1
BECKLEY ELEM	144	112	4	0	21	3	94.1
BELL ELEM	166	111	2	0	42	2	91.0
BENDORF ELEM	149	141	4	0	1	0	97.9
BENNETT ELEM	70	53	8	1	3	2	91.4
BLUE DIAMOND		5	0	0	0	0	
BONNER, JOHN W.	102	98	2	0	0	0	98.0
BOOKER ELEM	49	40	6	0	3	0	100.0
BOWLER, GRANT	114	110	0	1	2	1	99.1
BOWLER, JOSEPH	55	46	0	0	8	0	97.9
BRACKEN ELEM	83	57	0	4	22	4	100.0
BRUNER ELEM	119	111	0	0	6	0	98.2
BRYAN, RICHARD	128	126	0	0	0	0	98.4
BRYAN, ROGER	165	153	0	0	12	0	100.0
BUNKER ELEM	94	86	5	0	1	1	97.7
CAHLAN ELEM	143	85	0	5	47	5	93.4
CAMBEIRO, ARTURO	125	88	7	0	32	4	102.3*
CARSON ELEM	50	47	2	0	0	2	97.9
CARTWRIGHT ELEM	184	175	3	0	6	0	100.0
CHRISTENSEN ELEM	163	150	11	1	0	1	99.3
CORTEZ ELEM	130	94	34	0	0	3	97.9
COX, DAVID ELEM	130	125	0	2	0	2	97.7
CRESTWOOD ELEM	147	112	11	4	19	6	99.1
CULLEY ELEM	156	139	4	1	8	1	97.2
CUNNINGHAM ELEM	173	154	4	0	10	4	96.9
DAILEY ELEM	223	174	0	1	46	5	98.9

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
DEARING ELEM	135	123	0	5	0	0	94.6
DECKER ELEM	164	140	20	0	8	2	102.9*
DERFELT ELEM	148	135	8	2	0	3	97.8
DESKIN ELEM	132	122	5	0	1	0	96.8
DISKIN ELEM	149	119	11	0	15	0	96.7
DONDERO ELEM	153	136	7	1	9	1	100.0
DOOLEY ELEM	96	94	2	0	0	0	100.0
EARL, IRA ELEM	153	119	8	0	25	0	99.2
EARL, MARION ELEM	130	122	3	2	0	3	97.6
EDWARDS ELEM	153	115	13	0	23	1	98.3
EISENBERG ELEM	119	108	9	2	0	2	100.0
ELIZONDO ELEM	114	109	3	0	0	2	98.2
FERRON ELEM	111	104	0	0	5	0	98.1
FITZGERALD ELEM	93	83	4	5	1	5	100.0
FONG ELEM	142	132	4	0	1	3	96.4
FRENCH ELEM	105	93	0	9	3	9	100.0
FYFE ELEM	148	138	0	0	9	1	99.3
GALLOWAY ELEM	144	139	0	0	1	2	97.2
GAREHIME ELEM	161	152	6	0	1	0	98.7
GIBSON ELEM	143	139	0	1	2	1	99.3
GILBERT ELEM	75	70	3	0	0	0	97.2
GOLDFARB, DAN	151	131	7	0	9	0	97.0
GOODSPRINGS		2	0	0	0	0	
GRAGSON ELEM	159	129	28	0	1	3	99.2
GRAY ELEM	116	103	13	0	0	1	100.0
GRIFFITH ELEM	64	50	4	1	9	1	100.0
GUY, ADDELIAR	120	111	0	6	2	8	99.1
HANCOCK ELEM	116	97	16	0	1	0	98.0
HARMON ELEM	113	98	6	0	8	0	99.0
HARRIS ELEM	113	106	1	0	0	1	94.6
HEARD ELEM	97	95	2	0	0	0	100.0
HERR ELEM	189	170	5	5	4	10	97.1
HERRON ELEM	159	86	1	0	66	5	93.5
HEWETSON ELEM	194	94	15	1	83	5	98.9
HILL ELEM	234	209	22	0	0	0	98.6
HINMAN ELEM	102	90	5	0	0	0	92.8
HOGGARD ELEM	101	94	7	0	0	0	100.0
INDIAN SPG ELEM	20	16	4	0	0	0	100.0
JACOBSON ELEM	130	127	1	1	1	2	100.0
JYDSTRUP ELEM	177	153	13	0	5	0	96.2
KAHRE ELEM	120	107	7	2	2	4	98.2
KATZ ELEM	117	99	10	2	6	3	100.0
KELLY ELEM	29	20	9	0	0	0	100.0
KIM ELEM	111	98	11	0	0	0	98.0
KING, MARTHA ELEM	186	173	10	0	0	0	98.3
KING, MARTIN ELEM	84	67	8	5	3	5	98.5
LAKE ELEM	188	152	13	0	20	0	98.1
LAMPING ELEM	81	79	0	0	0	0	97.5
LINCOLN ELEM	118	91	0	0	27	0	100.0
LONG ELEM	167	131	0	5	27	7	97.0
LUMMIS ELEM	144	140	1	1	0	3	98.6

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
LUNT ELEM	126	70	53	0	7	0	106.1
LYNCH ELEM	151	124	0	0	25	3	98.4
MACK ELEM	158	155	0	1	0	0	98.7
MACKEY ELEM	82	81	0	0	0	0	98.8
MADISON ELEM	85	82	0	0	1	0	97.6
MANCH ELEM	189	155	19	0	13	0	98.7
MAY ELEM	144	141	0	0	2	0	99.3
MC CALL ELEM	81	59	13	0	6	0	95.2
MCCAW ELEM	70	66	2	0	0	0	97.1
MC DONIEL ELEM	108	104	0	0	0	0	96.3
MCMILLAN ELEM	177	163	12	5	1	11	102.5*
MCWILLIAMS ELEM	88	69	7	0	9	4	95.8
MENDOZA ELEM	138	126	9	0	3	0	100.0
MORROW, SUE ELEM	150	141	6	1	0	1	98.6
MOUNTAIN VIEW	120	113	0	1	5	8	99.1
MT CHARLESTON		2	0	0	0	0	
NEWTON ELEM	129	129	0	0	0	0	100.0
PARADISE ELEM	132	115	5	1	10	5	99.1
PARK ELEM	117	88	0	0	28	1	98.9
PARSON ELEM	89	85	5	0	0	0	101.2*
PERKINS ELEM	33	26	0	3	2	2	92.9
PIGGOTT ELEM	144	141	6	0	0	0	102.2*
PITTMAN ELEM	88	59	12	5	10	3	96.7
RED ROCK ELEM	110	101	0	6	3	4	100.0
REED ELEM	103	98	0	0	3	0	98.0
REID ELEM		2	4	0	0	0	
RHODES, BETSEY	186	174	7	1	0	10	97.8
ROBERTS, AGGI	131	125	1	4	0	3	99.2
RONNOW ELEM	161	119	0	11	29	12	98.3
RONZONE ELEM	116	111	0	1	4	6	100.0
ROWE ELEM	134	82	10	0	26	5	83.7
RUNDLE ELEM	136	123	0	3	10	8	100.0
SANDY VALLEY	21	17	4	0	0	0	100.0
SEWELL ELEM	134	132	0	1	0	7	99.2
SMITH ELEM	104	98	5	0	2	0	101.0*
SQUIRES ELEM	131	68	4	0	55	0	94.4
STANFORD ELEM	118	112	0	0	6	0	100.0
SUNRISE ACRES	107	64	40	0	0	0	95.5
TATE ELEM	105	83	7	0	12	1	96.5
TAYLOR ELEM	58	53	3	0	0	0	96.4
THOMAS ELEM	186	99	7	4	62	6	87.6
TOBLER ELEM	122	122	0	0	0	0	100.0
TOMIYASU ELEM	107	98	6	0	0	0	97.0
TREEM ELEM	273	266	5	1	0	0	99.6
TWIN LAKES ELEM	97	63	7	4	19	5	94.0
ULLOM ELEM	113	91	6	0	13	0	96.8
VANDERBURG, JOHN	126	119	3	0	1	2	97.5
VEGAS VERDES	99	83	15	0	0	1	98.8
VIRGIN VALLEY	79	66	2	3	6	2	97.1
WARREN ELEM	100	84	3	0	11	0	97.7
WASDEN ELEM	95	90	0	0	1	1	95.7

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
WENGERT ELEM	164	151	0	1	8	3	97.4
WHITNEY ELEM	121	100	10	2	5	3	96.2
WILHELM, E. ELEM	116	107	0	0	6	4	97.3
WILLIAMS ELEM	159	90	9	0	55	0	94.7
WOLFE, EVA ELEM	118	107	5	0	3	0	97.3
WOOLLEY ELEM	371	315	0	0	51	6	98.4
WYNN ELEM	118	101	13	0	0	4	96.2
BECKER MIDDLE	542	491	39	2	4	8	98.8
BRIDGER MIDDLE	413	312	25	3	59	17	95.7
BRINLEY MIDDLE	418	396	12	0	6	2	99.0
BROWN MIDDLE	366	350	1	4	6	6	98.6
BURKHOLDER MIDD	480	438	26	2	5	10	98.0
CANNON MIDDLE	310	263	32	0	12	8	98.9
CASHMAN MIDDLE	423	310	25	10	64	51	95.7
CORTNEY MIDDLE	482	419	26	2	24	8	97.4
FREMONT MIDDLE	409	284	107	4	6	16	97.3
GARRETT MIDDLE	207	179	26	0	0	2	98.9
GARSIDE MIDDLE	391	326	39	5	0	8	93.9
GIBSON MIDDLE	300	285	0	0	12	3	99.0
GREENSPUN MIDDLE	544	508	28	2	5	6	99.8
GUINN MIDDLE	456	431	0	0	13	7	97.3
HYDE PARK MIDDLE	373	327	10	15	14	22	97.9
INDIAN SPRINGS JR	28	21	7	0	0	0	100.0
JOHNSON MIDDLE	590	559	16	2	5	28	98.6
KELLER MIDDLE	556	489	31	5	25	19	98.8
KNUDSON MIDDLE	335	284	23	2	19	8	97.6
LAUGHLIN JR HS	70	68	0	0	1	1	98.6
LIED MIDDLE	483	456	21	1	2	2	99.3
LYON MIDDLE	146	139	0	2	3	2	98.6
MARTIN MIDDLE	359	259	70	11	10	5	96.6
MOLASKY MIDDLE	532	503	24	1	1	1	99.4
O CALLAGHAN MIDD	611	582	0	0	29	21	100.0
ORR MIDDLE	437	314	31	0	87	4	98.4
ROBISON MIDDLE	519	429	0	7	50	27	92.9
SANDY VALLEY MIDD	20	16	4	0	0	0	100.0
SAWYER MIDDLE	708	664	9	0	22	29	98.1
SILVESTRI MIDDLE	493	484	0	0	7	2	99.6
SMITH MIDDLE	316	208	104	0	0	5	98.1
SWAINSTON MIDDLE	438	421	0	1	4	13	97.2
VIRGIN VALLEY HIGH	130	110	19	1	0	3	100.0
VON TOBEL MIDDLE	496	367	25	16	87	7	99.7
WEST MIDDLE	536	408	81	11	26	33	97.6
WHITE MIDDLE	530	506	12	3	3	8	98.8
WOODBURY MIDDLE	372	337	26	5	0	13	98.8
ADV TECH ACAD	186	186	0	0	0	0	100.0
BASIC HS	716	655	29	10	1	33	96.9
BONANZA HS	717	663	38	8	0	17	98.8
BOULDER HS	204	170	20	3	0	17	93.9
CHAPARRAL HS	743	635	6	3	26	88	89.7
CHEYENNE HS	630	566	0	8	6	76	91.9
CIMARRON MEM. HS	763	733	3	3	0	25	96.8

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
CLARK HS	569	467	0	9	77	38	96.7
DURANGO HS	839	748	62	1	0	29	96.4
ELDORADO HS	628	513	57	1	33	23	95.5
GREEN VLY HS	894	864	0	3	17	27	98.9
INDIAN SPRINGS HS	37	31	6	0	0	0	100.0
L V A I S P A HIGH	309	301	7	0	0	1	99.7
LAS VEGAS HS	799	648	48	58	6	42	94.3
LAUGHLIN HS	50	50	0	0	0	0	100.0
MOAPA VALLEY HS	170	161	0	1	3	4	97.0
MOJAVE HS	754	663	64	2	11	15	97.9
PALO VERDE HS	728	689	11	4	0	28	96.6
RANCHO HS	846	650	149	6	15	42	96.2
S N V T C	425	408	8	4	0	9	98.8
SILVERADO HS	885	804	8	5	23	79	94.7
VALLEY HS	748	605	113	3	8	24	97.0
VIRGIN VLY HS	160	130	24	2	1	6	97.7
WESTERN HS	564	498	25	5	18	22	96.5
DOUGLAS							
GARDNERVILLE	83	81	2	1	0	0	101.3*
JACKS VALLEY ELEM	68	61	3	3	1	0	100.0
MENELEY, C.C. ELEM	102	92	7	3	0	0	100.0
MINDEN ELEM	65	65	0	0	0	0	100.0
PINON HILLS ELEM	59	58	0	1	0	0	100.0
SCARSELLI ELEM	99	94	0	5	0	0	100.0
ZEPHYR COVE ELEM	75	67	1	2	5	0	100.0
CARSON VALLEY MS	277	270	0	4	0	3	98.9
KINGSBURY MIDDLE	63	56	3	1	2	1	98.2
PAU-WA-LU MS	262	249	1	8	0	4	98.4
DOUGLAS HS	489	472	0	2	3	0	97.5
WHITTELL HS	65	62	0	1	0	2	96.9
ELKO							
CARLIN ELEM	33	32	0	0	0	1	97.0
CURRIE ELEM	1	1	0	0	0	0	100.0
ELKO GRAMMAR #2	82	76	0	4	0	2	97.4
JACKPOT ELEM	21	19	0	0	2	0	100.0
MONTELLO ELEM	4	4	0	0	0	0	100.0
MOUND VALLEY	2	2	0	0	0	0	100.0
MOUNTAIN VIEW ES	132	130	0	2	0	0	100.0
NORTHSIDE ELEM	82	72	0	2	5	3	96.0
OWYHEE ELEM	19	19	0	0	0	0	100.0
RUBY VALLEY ELEM	2	2	0	0	0	0	100.0
SAGE ELEM	102	102	0	0	0	0	100.0
SOUTHSIDE ELEM	89	84	0	0	0	5	94.4
SPRING CREEK	141	138	1	0	0	2	98.6
WELLS ELEM	31	30	0	1	0	0	100.0
WEST WENDOVER	71	67	0	0	0	4	94.4
CARLIN HS (8)	38	38	0	0	0	0	100.0
CURRIE ELEM	2	2	0	0	0	0	100.0
ELKO JR HS	351	339	0	4	1	7	98.0
JACKPOT HS (8)	30	28	0	1	1	0	100.0
JARBIDGE ELEM	1	1	0	0	0	0	100.0

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
MONTELLO ELEM	1	1	0	0	0	0	100.0
OWYHEE HS (8)	33	29	0	3	0	1	96.7
RUBY VALLEY E	3	3	0	0	0	0	100.0
SPRING CRK JH	231	219	7	3	1	1	99.5
W WENDOVER HS (8)	67	64	0	0	3	0	100.0
WELLS HS (8)	40	39	0	0	1	1	100.0
CARLIN HS	38	37	0	0	0	1	97.4
ELKO HS	355	338	12	2	0	3	99.1
JACKPOT HS	23	22	0	1	0	0	100.0
JARBIDGE ELEM	0	0	0	0	0	0	
OWYHEE HS	20	15	0	2	0	3	83.3
SPRING CREEK HS	203	198	0	0	0	5	97.5
W. WENDOVER HS	72	60	0	1	7	4	93.8
WELLS HS	34	32	0	1	1	2	100.0
ESMERALDA							
DYER ELEM	4	4	0	0	0	0	100.0
GOLDFIELD ELEM	3	2	0	0	0	1	66.7
SILVER PEAK ELEM	3	3	0	0	0	0	100.0
DYER ELEM (8)	7	7	0	0	0	0	100.0
GOLDFIELD (8)	7	7	0	0	0	0	100.0
SILVER PEAK (8)	1	1	0	0	0	0	100.0
EUREKA							
BEOWAWE ELEM	11	9	1	0	0	1	90.0
EUREKA ELEM	17	16	0	0	0	1	94.1
EUREKA HS (8)	22	20	2	0	0	0	100.0
EUREKA HS	30	21	0	7	0	2	91.3
HUMBOLDT							
GRASS VALLEY	110	106	3	1	0	0	100.0
JACKSON MTN ELEM	1	1	0	0	0	0	100.0
KING'S RIVER ELEM	1	1	0	0	0	0	100.0
LEONARD CREEK	2	2	0	0	0	0	100.0
MCDERMITT ELEM	19	19	0	0	0	0	100.0
OROVADA ELEM	8	8	0	0	0	0	100.0
PARADISE VALLEY	6	6	0	0	0	0	100.0
SONOMA HEIGHT	121	114	0	5	2	0	100.0
WINNEMUCCA GR.	62	58	3	1	0	0	100.0
DENIO ELEM	3	3	0	0	0	0	100.0
JACKSON MTN ELEM	3	3	0	0	0	0	100.0
KING S RIVER	2	2	0	0	0	0	100.0
MCDERMITT HS (8)	18	17	0	0	1	0	100.0
OROVADA ELEM (8)	1	1	0	0	0	0	100.0
PARADISE VALL (8)	6	6	0	0	0	0	100.0
WINNEMUCCA JR	322	298	13	3	7	1	99.7
LOWRY HS	289	276	0	3	0	8	96.5
MCDERMITT HS	25	25	0	0	0	0	100.0
LANDER							
AUSTIN ELEM	5	4	0	1	0	0	100.0
ELEANOR, LEMAIRE	135	129	0	2	4	0	100.0
AUSTIN HS (8)	7	7	0	0	0	0	100.0
BATTLE MTN JR HS	115	110	0	0	2	1	97.3
AUSTIN HS	6	6	0	0	0	0	100.0

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
BATTLE MTN HS	102	99	0	3	0	2	100.0
LINCOLN							
CALIENTE ELEM	25	25	0	0	0	0	100.0
PANACA ELEM	8	8	0	0	0	0	100.0
PAHRANAGAT VAL.	16	16	0	0	0	0	100.0
PIOCHE ELEM	9	9	0	0	0	0	100.0
MEADOW VALLEY	38	38	0	0	0	0	100.0
PAHRANAGAT (8)	22	22	0	0	0	0	100.0
LINCOLN HS	49	49	0	0	0	0	100.0
PAHRANAGAT HS	22	22	0	0	0	0	100.0
LYON							
COTTONWOOD	68	62	0	6	0	0	100.0
DAYTON ELEM	72	63	6	1	1	0	98.4
FERNLEY ELEM	56	51	1	4	0	0	100.0
SILVER SPRINGS	93	89	0	3	0	1	98.9
SMITH VALLEY ELEM	22	20	0	1	1	0	100.0
SUTRO ELEM	63	62	0	1	0	0	100.0
YERINGTON ELEM	122	99	16	6	0	1	99.0
DAYTON INTER.	137	135	0	2	0	0	100.0
FERNLEY INTER.	131	124	0	4	0	3	97.6
SILVER STAGE MIDD	96	94	0	2	0	0	100.0
SMITH VALLEY HS (8)	16	16	0	0	0	0	100.0
YERINGTON INTER.	136	124	0	8	3	1	99.2
DAYTON HS	164	158	0	5	0	0	99.4
FERNLEY HS	189	178	0	4	2	5	97.3
SMITH VALLEY HS	14	14	0	0	0	0	100.0
YERINGTON HS	125	122	0	1	1	1	99.2
MINERAL							
HAWTHORNE ELEM	77	77	0	0	0	0	100.0
MINA ELEM	1	1	0	0	0	0	100.0
SCHURZ ELEM	20	20	0	0	0	0	100.0
HAWTHORNE EL (8)	68	68	0	0	0	0	100.0
SCHURZ ELEM (8)	13	13	0	0	0	0	100.0
MINERAL HS	54	51	0	0	0	0	94.4
NYE							
AMARGOSA VALLEY	18	14	0	0	4	0	100.0
BEATTY ELEM	26	26	0	0	0	0	100.0
DUCKWATER ELEM	5	4	1	0	0	0	100.0
GABBS ELEM	11	11	0	0	0	0	100.0
JOHNSON ELEM	87	80	4	0	1	2	97.6
MANSE ELEM	77	66	10	0	0	1	98.5
MT CHARLESTON	96	88	8	0	0	0	100.0
ROUND MNT ELEM	40	31	4	2	0	2	91.2
SILVER RIM ELEM	28	26	0	0	0	2	92.9
TONOPAH ELEM	16	15	1	0	0	0	100.0
AMARGOSA VALL (8)	19	16	1	1	1	0	100.0
BEATTY ELEM (8)	21	21	0	0	0	0	100.0
CLARKE MIDDLE	271	260	10	0	0	3	99.6
DUCKWATER EL (8)	1	1	0	0	0	0	100.0
GABBS HS (8)	8	8	0	0	0	0	100.0
ROUND MTN JR HS	27	25	0	2	0	0	100.0

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
TONOPAH ELEM (8)	53	51	0	2	0	0	100.0
BEATTY HS	31	29	0	2	0	0	100.0
GABBS HS	11	11	0	0	0	0	100.0
PAHRUMP HS	262	216	18	8	0	14	91.5
ROUND MTN HS	34	29	2	2	0	1	96.7
TONOPAH HS	76	69	7	0	0	0	100.0
PERSHING							
IMLAY ELEM		8	3	0	0	0	
LOVELOCK ELEM		59	7	0	3	1	
PERSHING MIDDLE		65	0	0	1	0	
PERSHING HS		65	0	2	0	0	
STOREY							
GALLAGHER ELEM		30	0	0	0	0	
HILLSIDE ELEM		13	0	0	0	0	
VIRGINA CITY MIDD		45	0	0	0	0	
VIRGINA CITY HS		35	0	0	0	0	
WASHOE							
ALLEN ELEM	74	74	0	0	0	0	100.0
ANDERSON ELEM	73	63	3	2	3	2	96.9
BEASLEY ELEM	106	98	6	2	0	0	100.0
BECK ELEM	79	76	3	0	0	0	100.0
BENNETT ELEM	58	46	8	2	2	0	100.0
BOOTH ELEM	80	71	0	0	0	9	88.8
BROWN ELEM	72	66	3	2	0	1	98.5
CANNAN ELEM	57	43	4	0	10	0	100.0
CAUGHLIN RANCH	67	66	1	0	0	0	100.0
CORBETT ELEM	80	59	0	5	16	0	100.0
DESERT HEIGHT	67	49	16	2	0	0	100.0
DIEDRICHSEN ELEM	56	56	0	0	0	0	100.0
DODSON ELEM	84	78	1	2	1	2	97.5
DONNER SPRINGS	84	80	0	4	0	0	100.0
DRAKE ELEM	70	63	0	5	2	0	100.0
DUNCAN ELEM	98	71	0	4	23	0	100.0
DUNN ELEM	91	82	0	9	0	0	100.0
ELMCREST ELEM	86	77	4	2	0	3	96.3
GOMES ELEM	77	69	3	4	0	1	98.6
GOMM ELEM	99	94	4	1	0	0	100.0
GREENBRAE ELEM	62	55	0	6	1	0	100.0
HIDDEN VALLEY	39	37	1	0	0	1	97.4
HUFFAKER ELEM	96	90	3	0	0	3	96.8
HUNSBERGER ELEM	93	87	6	0	0	0	100.0
HUNTER LAKE ELEM	60	56	3	0	0	1	98.2
INCLINE ELEM	124	110	0	0	13	1	99.1
JOHNSON ELEM	8	8	0	0	0	0	100.0
JUNIPER ELEM	84	76	5	1	1	1	98.7
LEMMON VALLEY	89	78	11	0	0	0	100.0
LENZ ELEM	63	56	6	0	1	0	100.0
LINCOLN PARK ELEM	71	58	4	4	5	0	100.0
LODER ELEM	68	56	5	2	5	0	100.0
MATHEWS, B. ELEM	88	69	9	0	10	0	100.0
MAXWELL ELEM	71	54	7	4	4	2	96.4

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
MITCHELL ELEM	55	47	0	7	1	0	100.0
MOSS ELEM	70	67	0	2	0	1	98.5
MOUNT ROSE ELEM	48	45	0	2	0	1	97.8
NATCHEZ ELEM	24	18	0	0	0	3	75.0
PALMER ELEM	76	73	0	1	2	0	100.0
PEAVINE ELEM	64	63	0	1	0	0	100.0
PLEASANT VALLEY	86	76	9	0	1	0	100.0
RISLEY ELEM	101	85	7	1	1	8	92.4
SIERRA VISTA ELEM	57	36	8	2	11	0	100.0
SILVER LAKE ELEM	75	70	2	3	0	0	100.0
SMITH, ALICE ELEM	80	78	0	0	1	0	98.7
SMITH, KATE ELEM	50	30	0	5	14	1	96.8
SMITHRIDGE ELEM	80	67	0	2	11	0	100.0
SPANISH SPRINGS	137	130	2	4	0	1	99.2
STEAD ELEM	96	82	8	0	6	0	100.0
SUN VALLEY ELEM	90	21	5	4	9	51	29.2
TAYLOR ELEM	121	120	0	1	0	0	100.0
TOWLES ELEM	65	62	0	3	0	0	100.0
VERDI ELEM	46	42	4	0	0	0	100.0
VETERANS MEM.	67	60	1	0	5	1	98.4
WARNER ELEM	75	72	0	0	2	1	98.6
WESTERGARD ELEM	92	90	0	1	0	1	98.9
WHITEHEAD ELEM	91	86	5	0	0	0	100.0
WINNEMUCCA, S.	102	98	4	0	0	0	100.0
BILLINGHURST MIDD	544	522	0	16	0	6	98.9
CLAYTON MIDDLE	329	304	0	5	15	3	98.4
DILWORTH MIDDLE	318	274	21	1	8	14	95.1
GERLACH HIGH	6	6	0	0	0	0	100.0
INCLINE MIDDLE	121	93	14	1	11	2	97.9
MENDIVE MIDDLE	448	422	15	7	0	4	99.1
O BRIEN MIDDLE	402	382	3	12	0	5	98.7
PINE MIDDLE	431	407	0	9	7	8	98.1
SPARKS MIDDLE	411	381	1	2	13	7	96.5
SWOPE MIDDLE	395	381	5	0	4	5	98.7
TRANER MIDDLE	263	191	0	33	36	3	98.5
VAUGHN MIDDLE	312	297	0	0	0	15	95.2
GALENA HS	390	366	0	0	10	14	96.3
GERLACH HS	16	15	0	0	0	1	93.8
HUG HS	589	502	10	0	0	77	86.7
I CAN DO HS	66	33	0	0	0	1	50.0
INCLINE HS	119	100	5	0	6	8	92.6
MCQUEEN HS	500	477	0	4	3	16	96.8
REED HS	650	605	9	1	2	33	94.8
RENO HS	456	411	1	8	4	33	92.8
SPARKS HS	509	433	20	6	1	49	89.8
WOOSTER HS	457	354	0	0	56	47	88.3
WHITE PINE							
BAKER ELEM		6	0	0	0	0	
LUND ELEM		7	0	0	0	0	
MC GILL ELEM		23	0	0	0	0	
MOUNTAIN VIEW		96	0	0	0	0	

Appendix A cont.

Schools	Enrolled	Regular Conditions	Special Conditions	DNT-IEP Exempt	DNT-LAS Exempt	DNT-no exemption	% Tested
BAKER ELEM (8)		3	0	0	0	0	
LUND HS (8)		10	0	0	0	0	
WHITE PINE MIDDLE		124	0	7	0	0	
LUND HS		15	0	0	0	0	
WHITE PINE CO HS		110	0	0	0	0	

Please note that enrollment figures were not available for all school districts and schools at the time of this writing. Additionally, students categorized as being exempt from testing as a result of a 504 Plan have been included in the IEP exemption category.

Data presented in Appendix A were taken from data tables provided by CTB/McGraw-Hill. For 1998-99, CTB has provided accountability tables for the State of Nevada. Review of the accountability data tables and Structural Organizational Count table, also provided by CTB, revealed several coding errors at the school and/or school district level. Typical errors involved the miscoding of group information sheets for students tested under special conditions and students who were not tested. To the extent possible, coding errors were reviewed with district personnel and resolved. In several cases coding errors were not fully resolved and, at least in several instances, this is evidenced within the table for schools (*) who tested greater than 100% of their students.

Appendix B. State, district, and school level performance (national percentile scores) in reading, language, math, and science among students tested under special conditions.

	Reading	Language	Math	Science
State of Nevada				
4th Grade	14	10	14	18
8th Grade	10	10	7	17
10th Grade	8	14	10	27
Carson City (a) (b)				
Churchill County (b)				
Clark County				
4th Grade	12	10	14	16
8th Grade	9	10	7	16
10th Grade	8	14	10	27
ADAMS ELEM	14	7	8	18
ALLEN, DEAN	15	11	20	20
BARTLETT ELEM	31	19	29	33
CHRISTENSEN E	7	4	16	10
CORTEZ ELEM	16	23	22	17
CRESTWOOD ELEM	17	14	22	23
DECKER ELEM	20	14	9	23
EDWARDS ELEM	20	10	11	28
GRAGSON ELEM	7	7	10	8
GRAY ELEM	7	8	5	12
HANCOCK ELEM	8	8	16	14
HEWETSON ELEM	8	6	16	14
HILL ELEM	10	10	16	14
JYDSTRUP ELEM	6	6	8	8
KATZ ELEM	48	27	22	55
KIM ELEM	13	18	29	22
KING, MARTHA ELEM	20	5	21	26
MANCH ELEM	3	3	3	2
MCMILLAN ELEM	30	26	27	36
ROWE ELEM	3	7	4	6
VEGAS VERDES ELEM	3	3	9	14
WYNN ELEM	6	9	17	5
BECKER MIDDLE	16	14	8	25
BRIDGER MIDDLE	6	5	3	13
BRINLEY MIDDLE	16	18	9	13
CANNON MIDDLE	20	14	8	31
CASHMAN MIDDLE	17	13	7	21
CORTNEY MIDDLE	7	6	4	16
FREMONT MIDDLE	7	12	8	14
GARRETT MIDDLE	11	9	10	22
GARSIDE MIDDLE	14	10	7	23
GREENSPUN MIDDLE	18	10	7	21
JOHNSON MIDDLE	7	4	1	3
KELLER MIDDLE	11	10	5	17
KNUDSON MIDDLE	6	8	3	14
LIED MIDDLE	28	22	12	28
MARTIN MIDDLE	5	11	9	10
MOLASKY MIDDLE	10	12	13	20
ORR MIDDLE	7	10	4	16

Appendix B cont.

	Reading	Language	Math	Science
SMITH MIDDLE	4	7	7	10
VON TOBEL MIDDLE	6	7	6	9
WEST MIDDLE	8	9	5	13
WHITE MIDDLE	13	8	18	29
WOODBURY MIDDLE	14	17	11	20
BASIC HS	7	14	7	33
BONANZA HS	6	10	5	26
BOULDER HS	13	18	21	35
DURANGO HS	13	19	23	29
ELDORADO HS	9	10	9	25
LAS VEGAS HS	6	9	6	25
MOJAVE HS	5	13	7	19
RANCHO HS	8	14	9	26
VALLEY HS	9	16	12	27
VIRGIN VLY HS	6	10	9	25
WESTERN HS	9	12	9	29
Douglas County (a) (b)				
4th Grade	24	13	25	21
Elko County (a) (b)				
Esmeralda County (b)				
Eureka County (a)				
Humboldt County (a) (b)				
8th Grade	5	10	4	25
WINNEMUCCA JR	5	10	4	25
Lander County (b)				
Lincoln County (b)				
Lyon County (b)				
4th Grade	16	11	18	24
YERINGTON ELEM	12	11	18	22
Mineral County (b)				
Nye County (a)				
10th Grade	14	11	8	32
PAHRUMP HIGH	15	9	9	31
Pershing County (b)				
4th Grade	9	3	12	24
Storey County (b)				
Washoe County				
4th Grade	22	14	17	28
8th Grade	17	13	8	25
10th Grade	10	13	7	30
DILWORTH MIDDLE	20	11	5	20
INCLINE MIDDLE	14	14	23	23
MENDIVE MIDDLE	12	13	3	25
SPARKS HIGH	7	12	7	26
White Pine County (b)				

(a) Too few students at one or more grades.

(b) No students tested under special conditions at one or more grades.

Appendix C. School performance among schools with 10 or more students tested under "regular" conditions. National percentile scores in reading, language, math, and science.

	Reading	Language	Math	Science
Carson City 4th				
BORDEWICH BRAY	45	44	35	49
EMPIRE ELEM	35	30	28	41
FREMONT ELEM	49	42	40	52
FRITSCH ELEM	59	52	57	58
MARK TWAIN ELEM	42	39	32	42
SEELIGER ELEM	50	51	50	56
Carson City 8th				
CARSON MIDDLE	60	55	64	57
EAGLE VALLEY	53	43	50	56
Carson City 10th				
CARSON HIGH	64	58	64	63
Churchill County 4th				
E C BEST ELEM	49	44	46	49
LAHONTAN ELEM	43	35	43	46
NORTHSIDE ELEM	53	49	67	57
NUMA ELEM	47	42	52	52
WEST END ELEM	41	29	39	49
Churchill County 8th				
CHURCHILL JR HS	55	51	50	52
Churchill County 10th				
CHURCHILL CNTY HS	61	57	52	60
Clark County 4th				
ADAMS ELEM	52	56	53	49
ADCOCK ELEM	48	46	49	46
ALLEN, DEAN LAMAR	68	64	69	62
ANTONELLO ELEM *	54	62	64	53
BARTLETT ELEM	73	78	83	71
BEATTY ELEM	56	62	64	56
BECKLEY ELEM	36	43	49	38
BELL ELEM	30	36	34	31
BENDORF ELEM	57	62	56	52
BENNETT ELEM	46	44	47	45
BONNER, JOHN W.	60	67	64	61
BOOKER ELEM	21	20	36	22
BOWLER, GRANT	53	60	62	56
BRACKEN ELEM	33	38	47	29
BRUNER ELEM	52	58	61	50
BRYAN, RICHARD	64	65	66	58
BRYAN, ROGER	58	59	55	52
BUNKER ELEM	51	55	63	48
CAHLAN ELEM	24	29	42	26
CAMBEIRO, ARTURO	21	24	29	23
CARSON ELEM	33	40	35	21
CARTWRIGHT ELEM	52	57	58	49
CHRISTENSEN ELEM	55	59	65	53
CORTEZ ELEM	27	34	40	25
COX, DAVID ELEM	63	69	75	60
CRESTWOOD ELEM	36	36	43	33

Appendix C cont.

Clark County 4th cont.	Reading	Language	Math	Science
CULLEY ELEM	46	49	47	45
CUNNINGHAM ELEM	34	33	35	34
DAILEY ELEM	30	34	36	31
DEARING ELEM	33	36	46	35
DECKER ELEM	45	50	48	43
DERFELT ELEM	59	66	67	58
DESKIN ELEM	48	55	54	47
DISKIN ELEM	43	45	48	37
DONDERO ELEM	54	56	64	51
DOOLEY ELEM	46	50	42	43
EARL, IRA ELEM	40	43	54	42
EARL, MARION ELEM	49	56	68	51
EDWARDS ELEM	35	40	46	33
EISENBERG ELEM	63	71	70	60
ELIZONDO ELEM	48	54	57	46
FERRON ELEM	38	39	38	40
FITZGERALD ELEM	17	18	19	14
FONG ELEM	44	44	46	42
FRENCH ELEM	57	64	64	51
FYFE ELEM	35	41	41	31
GALLOWAY ELEM	54	55	57	54
GAREHIME ELEM	55	62	70	51
GIBSON ELEM	61	67	62	58
GILBERT ELEM	56	55	62	55
GOLDFARB, DAN	48	58	61	45
GRAGSON ELEM	23	26	34	24
GRAY ELEM	45	49	57	42
GRIFFITH ELEM	51	50	48	51
GUY, ADDELIAR	55	57	62	53
HANCOCK ELEM	53	59	58	48
HARMON ELEM	44	43	58	47
HARRIS ELEM	57	61	69	49
HEARD ELEM	52	60	67	54
HERR ELEM	38	36	42	42
HERRON ELEM	23	27	39	25
HEWETSON ELEM	30	29	44	33
HILL ELEM	62	68	63	59
HINMAN ELEM	42	40	35	37
HOGGARD ELEM	58	66	72	54
INDIAN SPG ELEM	62	56	70	60
JACOBSON ELEM	49	52	64	45
JYDSTRUP ELEM	41	44	52	40
KAHRE ELEM	63	71	69	61
KATZ ELEM	56	65	59	52
KELLY ELEM	33	31	27	30
KIM ELEM	55	63	66	45
KING, MARTIN ELEM	40	38	51	51
KING, MARTHA ELEM	59	61	67	60
LAKE ELEM	42	50	55	39
LAMPING ELEM	62	67	69	56
LINCOLN ELEM	28	28	35	30
LONG ELEM	51	60	66	47

Appendix C cont.

Clark County 4th cont.	Reading	Language	Math	Science
LUMMIS ELEM	68	76	78	61
LUNT ELEM	24	28	32	25
LYNCH ELEM	24	24	32	30
MACK ELEM	52	58	55	54
MACKEY ELEM	42	47	66	43
MADISON ELEM	21	19	26	18
MANCH ELEM	35	38	51	33
MAY ELEM	53	60	63	50
MC CALL ELEM	25	30	31	32
MCCAW ELEM	52	47	44	52
MC DONIEL ELEM	61	72	68	58
MCMILLAN ELEM	48	51	51	45
MCWILLIAMS ELEM	39	42	43	39
MENDOZA ELEM	42	48	56	41
MORROW, SUE ELEM	47	53	54	45
MOUNTAIN VIEW	42	43	57	40
NEWTON ELEM	52	54	58	54
PARADISE ELEM	28	31	38	31
PARK ELEM	32	34	48	35
PARSON ELEM	57	60	61	55
PERKINS ELEM	58	63	70	58
PIGGOTT ELEM	52	58	60	52
PITTMAN ELEM	46	44	49	45
RED ROCK ELEM	49	50	49	44
REED ELEM	48	52	50	48
RHODES, BETSEY	57	65	64	54
ROBERTS, AGGI	60	64	67	55
RONNOW ELEM	31	35	42	30
RONZONE ELEM	42	47	52	39
ROWE ELEM	38	43	44	37
RUNDLE ELEM	43	46	55	41
SANDY VALLEY	56	65	77	55
SEWELL ELEM	38	38	45	39
SMITH ELEM	53	53	62	51
SQUIRES ELEM	32	35	65	35
STANFORD ELEM	45	47	52	43
SUNRISE ACRES	25	33	49	30
TATE ELEM	31	31	29	32
TAYLOR ELEM	39	44	49	39
THOMAS ELEM	53	61	NR	53
TOBLER ELEM	52	59	60	51
TOMIYASU ELEM	52	52	59	52
TREEM ELEM	49	53	60	49
TWIN LAKES ELEM	43	42	59	43
ULLOM ELEM	43	44	47	43
VANDERBURG, JOHN	68	75	74	61
VEGAS VERDES	44	56	56	44
VIRGIN VALLEY	41	36	54	47
WARREN ELEM	38	39	39	35
WASDEN ELEM	48	57	55	44
WENGERT ELEM	47	49	53	46
WHITNEY ELEM	33	38	46	36

Appendix C cont.

Clark County 4th cont.	Reading	Language	Math	Science
WILHELM, E. ELEM	34	39	35	36
WILLIAMS ELEM	33	39	55	33
WOLFE, EVA ELEM	54	61	64	54
WOOLLEY ELEM	34	32	47	34
WYNN ELEM	41	47	50	40
Clark County 8th				
BECKER MIDDLE	67	65	61	59
BRIDGER MIDDLE	40	43	37	36
BRINLEY MIDDLE	48	42	44	44
BROWN MIDDLE	45	44	44	41
BURKHOLDER MIDD	61	57	61	56
CANNON MIDDLE	62	59	60	57
CASHMAN MIDDLE	42	44	33	41
CORTNEY MIDDLE	36	32	40	36
FREMONT MIDDLE	43	46	36	44
GARRETT MIDDLE	66	65	70	62
GARSIDE MIDDLE	52	48	55	50
GIBSON MIDDLE	38	40	39	38
GREENSPUN MIDDLE	69	69	71	61
GUINN MIDDLE	53	52	56	48
HYDE PARK MIDDLE	72	70	71	63
INDIAN SPRINGS JR	50	49	53	51
JOHNSON MIDDLE	58	57	58	52
KELLER MIDDLE	50	50	49	48
KNUDSON MIDDLE	51	50	53	50
LAUGHLIN JR HS	50	41	32	46
LIED MIDDLE	58	54	52	50
LYON MIDDLE	55	49	61	54
MARTIN MIDDLE	26	30	30	29
MOLASKY MIDDLE	60	57	59	53
O CALLAGHAN MIDD	41	40	38	44
ORR MIDDLE	40	39	32	41
ROBISON MIDDLE	35	35	32	36
SANDY VALLEY MIDD	44	53	43	49
SAWYER MIDDLE	59	59	55	51
SILVESTRI MIDDLE	56	54	53	49
SMITH MIDDLE	28	35	33	34
SWAINSTON MIDDLE	48	45	42	45
VIRGIN VALLEY HIGH	45	42	41	49
VON TOBEL MIDDLE	31	34	27	33
WEST MIDDLE	31	30	26	29
WHITE MIDDLE	62	56	64	57
WOODBURY MIDDLE	56	55	58	49
Clark County 10th				
ADV TECH ACAD	82	82	85	75
BASIC HS	52	55	50	53
BONANZA HS	51	53	55	55
BOULDER HS	69	65	68	62
CHAPARRAL HS	46	51	49	52
CHEYENNE HS	41	47	44	48
CIMARRON MEM. HS	47	52	50	52
CLARK HS	50	57	52	58

Appendix C cont.

Clark County 10th cont.	Reading	Language	Math	Science
DURANGO HS	59	63	63	59
ELDORADO HS	42	47	43	49
GREEN VLY HS	58	60	62	58
INDIAN SPRINGS HS	62	61	57	59
L V A I S P A HIGH	79	75	73	68
LAS VEGAS HS	46	52	43	50
LAUGHLIN HS	60	73	59	56
MOAPA VALLEY HS	60	57	53	58
MOJAVE HS	29	38	30	41
PALO VERDE HS	46	53	47	50
RANCHO HS	32	40	31	46
S N V T C	52	58	57	56
SILVERADO HS	64	64	65	62
VALLEY HS	42	49	44	46
VIRGIN VLY HS	34	42	37	50
WESTERN HS	34	40	38	46
Douglas County 4th				
GARDNERVILLE	50	49	56	51
JACKS VALLEY ELEM	63	55	62	59
MENELEY, C.C. ELEM	51	42	58	54
MINDEN ELEM	58	51	54	62
PINON HILLS ELEM	56	61	59	57
SCARSELLI ELEM	51	46	53	53
ZEPHYR COVE ELEM	72	70	77	67
Douglas County 8th				
CARSON VALLEY MS	62	59	69	60
KINGSBURY MIDDLE	60	60	58	63
PAU-WA-LU MS	56	52	59	58
Douglas County 10th				
DOUGLAS HS	66	62	65	64
WHITTELL HS	65	63	62	64
Elko County 4th				
CARLIN ELEM	48	49	38	54
ELKO GRAMMAR #2	52	54	51	53
JACKPOT ELEM	44	29	36	37
MOUNTAIN VIEW ES	57	52	48	60
NORTHSIDE ELEM	51	56	62	56
OWYHEE ELEM	39	34	23	36
SAGE ELEM	43	41	32	47
SOUTHSIDE ELEM	40	38	31	40
SPRING CREEK	60	62	55	61
WELLS ELEM	50	54	42	53
WEST WENDOVER	27	24	26	30
Elko County 8th				
CARLIN HS	56	45	35	51
ELKO JR HS	52	48	54	58
JACKPOT HS	52	51	43	51
OWYHEE HS	35	40	23	39
SPRING CRK JH	58	57	56	58
W WENDOVER HS	27	30	24	30
WELLS HS	56	50	60	63

Appendix C cont.

Elko County 10th	Reading	Language	Math	Science
CARLIN HS	44	46	43	56
ELKO HS	54	54	50	59
JACKPOT HS	32	41	35	49
OWYHEE HS	49	45	30	52
SPRING CREEK HS	60	60	58	63
W. WENDOVER HS	33	40	28	38
WELLS HS	55	56	52	67
Esmeralda County (a)				
Eureka County 4th				
EUREKA ELEM	72	66	73	75
Eureka County 8th				
EUREKA HS	81	80	77	75
Eureka County 10th				
EUREKA HS	78	73	59	70
Humboldt County 4th				
GRASS VALLEY ELEM	42	35	45	48
MCDERMITT ELEM	20	15	22	19
SONOMA HEIGHT ELEM	53	49	60	59
WINNEMUCCA ELEM	55	48	53	54
Humboldt County 8th				
MCDERMITT HS	40	38	42	42
WINNEMUCCA JR	49	47	43	52
Humboldt County 10th				
LOWRY HS	48	48	42	55
MCDERMITT HS	20	28	21	33
Lander County 4th				
ELEANOR, LEMAIRE ELEM	53	53	49	54
Lander County 8th				
BATTLE MTN JR HS	51	56	45	55
Lander County 10th				
BATTLE MTN HS	60	58	55	61
Lincoln County 4th				
CALIENTE ELEM	44	31	41	46
PAHRANAGAT VALLEY ELEM	55	44	41	52
Lincoln County 8th				
MEADOW VALLEY	42	38	33	47
PAHRANAGAT	43	45	45	49
Lincoln County 10th				
LINCOLN HS	70	60	47	61
PAHRANAGAT HS	70	64	71	72
Lyon County 4th				
COTTONWOOD ELEM	55	50	44	48
DAYTON ELEM	46	38	43	54
FERNLEY ELEM	55	51	55	48
SILVER SPRINGS ELEM	37	36	42	43
SMITH VALLEY ELEM	45	46	41	53
SUTRO ELEM	54	54	59	54
YERINGTON ELEM	43	46	43	48
Lyon County 8th				
DAYTON INTER.	47	42	42	52
FERNLEY INTER.	46	39	51	50
SILVER STAGE MIDD	50	45	37	54

Appendix C cont.

Lyon County 8th cont	Reading	Language	Math	Science
SMITH VALLEY HS	65	64	54	55
YERINGTON INTER.	48	42	55	52
Lyon County 10th				
DAYTON HS	54	49	46	57
FERNLEY HS	60	58	55	59
SMITH VALLEY HS	73	60	56	65
YERINGTON HS	46	48	37	50
Mineral County 4th				
HAWTHORNE ELEM	35	29	29	41
SCHURZ ELEM	29	30	19	41
Mineral County 8th				
HAWTHORNE ELEM	52	49	41	54
SCHURZ ELEM	15	24	12	17
Mineral County 10th				
MINERAL HS	34	41	35	53
Nye County 4th				
AMARGOSA VALLEY ELEM	45	27	39	53
BEATTY ELEM	45	38	48	48
GABBS ELEM	34	31	too few	41
JOHNSON ELEM	40	28	34	44
MANSE ELEM	47	39	37	47
MT. CHARLESTON ELEM	51	52	47	53
ROUND MOUNTAIN ELEM	40	35	30	40
SILVER RIM ELEM	44	36	36	48
TONOPAH ELEM	68	49	56	57
Nye County 8th				
AMARGOSA VALL	39	37	15	43
BEATTY ELEM	48	45	31	46
CLARKE MIDDLE	46	42	29	47
ROUND MTN JR HS	53	46	34	60
TONOPAH ELEM	56	61	53	56
Nye County 10th				
BEATTY HS	42	45	35	51
GABBS HS	32	53	30	48
PAHRUMP HS	48	45	43	57
ROUND MOUNTAIN HS	52	56	49	58
TONOPAH HS	53	51	47	57
Pershing County 4th				
LOVELOCK ELEM	48	41	35	47
Pershing County 8th				
PERSHING MIDDLE	43	44	32	51
Pershing County 10th				
PERSHING HS	48	47	38	52
Storey County 4th				
GALLAGHER ELEM	57	44	51	57
HILLSIDE ELEM	50	48	52	51
Storey County 8th				
VIRGINA CITY MIDD	66	54	54	60
Storey County 10th				
VIRGINA CITY HS	57	45	46	62

Appendix C cont.

Washoe County 4th	Reading	Language	Math	Science
ALLEN ELEM	44	36	40	48
ANDERSON ELEM	45	40	53	44
BEASLEY ELEM	60	56	52	62
BECK ELEM	72	69	68	73
BENNETT ELEM	33	27	30	45
BOOTH ELEM	31	27	28	32
BROWN ELEM	62	63	62	68
CANNAN ELEM	35	41	47	40
CAUGHLIN RANCH	76	76	79	75
CORBETT ELEM	33	33	36	32
DESERT HEIGHT	46	45	49	50
DIEDRICHSEN ELEM	59	61	52	62
DODSON ELEM	48	49	40	53
DONNER SPRINGS	45	43	38	47
DRAKE ELEM	55	47	38	54
DUNCAN ELEM	23	21	23	26
DUNN ELEM	58	54	48	57
ELMCREST ELEM	53	53	49	58
GOMES ELEM	44	43	42	57
GOMM ELEM	79	77	75	80
GREENBRAE ELEM	49	38	37	52
HIDDEN VALLEY	56	46	45	62
HUFFAKER ELEM	69	70	75	70
HUNSBERGER ELEM	70	67	66	68
HUNTER LAKE ELEM	65	64	48	67
INCLINE ELEM	52	45	60	63
JUNIPER ELEM	60	60	53	64
LEMMON VALLEY	48	40	47	53
LENZ ELEM	68	63	61	68
LINCOLN PARK ELEM	31	33	27	40
LODER ELEM	30	23	23	32
MATHEWS, B. ELEM	27	24	31	30
MAXWELL ELEM	46	43	40	51
MITCHELL ELEM	41	33	34	45
MOSS ELEM	56	57	44	63
MOUNT ROSE ELEM	43	36	51	47
NATCHEZ ELEM	29	20	17	24
PALMER ELEM	36	38	36	39
PEAVINE ELEM	68	63	57	71
PLEASANT VALLEY	54	56	48	66
RISLEY ELEM	38	34	52	47
SIERRA VISTA ELEM	36	52	54	44
SILVER LAKE ELEM	48	41	43	52
SMITH, ALICE ELEM	33	34	39	42
SMITH, KATE ELEM	69	65	76	63
SMITHRIDGE ELEM	24	19	25	28
SPANISH SPRINGS	55	55	51	60
STEAD ELEM	48	34	41	53
SUN VALLEY ELEM **	34	43	39	44
TAYLOR ELEM	52	44	46	55
TOWLES ELEM	59	57	48	57
VERDI ELEM	74	70	71	77

Appendix C cont.

Washoe County 4th cont.	Reading	Language	Math	Science
VETERANS MEM.	38	45	47	40
WARNER ELEM	49	46	43	53
WESTERGARD ELEM	66	74	64	63
WHITEHEAD ELEM	58	61	52	62
WINNEMUCCA, S.	64	63	63	68
Washoe County 8th				
BILLINGHURST MIDDLE	60	58	50	60
CLAYTON MIDDLE	54	55	42	49
DILWORTH MIDDLE	49	47	39	50
INCLINE MIDDLE	68	68	68	65
MENDIVE MIDDLE	65	65	54	63
O BRIEN MIDDLE	53	46	37	52
PINE MIDDLE	61	58	46	60
SPARKS MIDDLE	54	51	42	50
SWOPE MIDDLE	75	74	72	66
TRANER MIDDLE	38	37	31	40
VAUGHN MIDDLE	51	52	37	45
Washoe County 10th				
GALENA HS	70	68	64	68
GERLACH HS	56	60	46	57
HUG HS	39	45	39	50
I CAN DO HS	37	40	32	50
INCLINE HS	68	66	71	68
MCQUEEN HS	70	70	71	67
REED HS	58	60	56	59
RENO HS	71	71	67	67
SPARKS HS	50	51	45	55
WOOSTER HS	50	57	48	55
White Pine County 4th				
MCGILL ELEM	59	64	68	64
MOUNTAIN VIEW ELEM	51	47	44	52
White Pine County 8th				
LUND HS	58	59	68	63
WHITE PINE MIDDLE	47	44	40	57
White Pine County 10th				
LUND HS	53	51	54	54
WHITE PINE HS	53	53	47	57

(a) Too few students tested in any school to report scores.

* Because of a coding error, scores for Antonello Elementary were recalculated.

** Because of a testing irregularity, scores for Sun Valley Elementary should be reviewed cautiously.

NR Because of a testing irregularity, math scores for Thomas Elementary were not reported.

Note: Alternative schools have been excluded from this list.

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